

DOCUMENT RESUME

ED 155 080

SO 010 892

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TITLE Personal Decision-Making and Discussion Skills.
Decision-Making in Contemporary America, Unit II.
INSTITUTION Carroll County Public Schools, Westminster, Md.
PUB DATE 77
NOTE 115p.; For related documents, see SO 010 891-897; Not available in hard copy from EDRS due to poor reproducibility of original document; Table on pages CR-9 and CR-9a has been retyped. To assemble, place CR-9a to the right of CR-9
AVAILABLE FROM Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 (\$5.00, paper cover)
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Cartoons; *Communication Skills; *Decision Making; *Decision Making Skills; *Discussion (Teaching Technique); Discussion Experience; Grade 9; Group Discussion; Information Processing; Information Retrieval; Information Utilization; Inquiry Training; Learning Activities; Listening Skills; Personal Values; Problem Solving; Process Education; Resource Materials; Secondary Education; *Social Studies Units

ABSTRACT

This unit on decision-making and discussion skills is the second of five units in a ninth grade social studies course (course described in SO 010 891). There are two major objectives: (1) given a problem, the student will make value judgments using decision-making skills; and (2) using proper discussion techniques, the student will analyze a controversial issue and take a stand. The unit is divided into two parts: the first deals with decision making skills, while the second emphasizes discussion and communication skills. The two parts contain lessons which are inquiry-oriented and are based on student activities. Each lesson contains a stated purpose, a classroom procedure, suggested materials, and activities. Some of the activities involve students in taking attitude and value surveys, analyzing the voting habits of Americans, completing worksheets on decision-making and problem-solving processes, examining case studies, role playing situations, analyzing discussion methods, analyzing cartoons, and gathering and using information. Resource pages for the activities are included. (Author/JK)

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Unit II

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Personal Decision-Making
and Discussion Skills

DECISION-MAKING IN CONTEMPORARY AMERICA

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Fall, 1977

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Unit: Personal Decision-Making and Discussion Skills

A. Rationale

"Should I or shouldn't I? I'd like to say something but I'm afraid to. Well, I don't care what anybody says, I'm going to do it!"

How many times have these thoughts entered your mind? Each day you make decisions, yet how often have you stopped and thought through these decisions? Can you justify your decision in an intelligent manner, or do you respond to questions in a vague and inconsistent manner?

As you grow older, it seems like the decisions you have to make get bigger, tougher, and more important. The purpose of this unit is to develop the skills of decision-making and discussion which will benefit you as a student and as an adult.

B. Major Objectives

1. Given a problem, you will make value judgments using decision-making skills.
2. Using proper discussion techniques, you will analyze a controversial issue and take a stand.

C. Key Questions

1. What should you do before you make a decision?
2. How can awareness of discussion techniques make you a better speaker and listener?

D. Major Skills:

You will learn to:

1. Communicate orally and in writing.
2. Respect limits of time and the rights of others to be heard.
3. Distinguish fact from opinion.
4. Locate, gather and evaluate information.
5. Draw inferences and make generalizations from evidence.
6. Keep to the point in all situations involving oral expression.
7. Speak with accuracy and poise.
8. Reach tentative conclusions.
9. Recognize the need to change conclusions when new information warrants.
10. Use problem solving techniques in meeting personal and societal problems.

Experience I: Decision-Making

A. Key Question:

What activities or processes should an individual consider in the formulation of a personal decision?

B. Purpose:

Decisions should not be made in a haphazard, "devil-may-care" manner. The problem should be carefully analyzed and reflected upon. As a result of this experience, pupils will gain a working knowledge of a process which will help them make decisions in an intelligent manner.

C. Objectives:

Given a problem, the student will make value judgments through the use of the following decision-making skills.

1. Identify the conflict.
2. Locate, gather and evaluate information, and determine the difference between fact and opinion.
3. Identify different ways of dealing with the problem and consider the consequences of each alternative.
4. Clarify his values in order to determine which alternatives are acceptable.
5. Make a decision and be willing to publicly affirm it.
6. Take a suitable course of action in support of the decision.

D. Suggested Activities

1. What steps does the decision-making process involve?

a. Introduction to the decision-making process (Objectives 1-5)

Purpose: This activity is designed to introduce the six-step decision-making model and to reinforce its importance.

Procedure:

- (1) Ask students to list all decisions that they have made so far today. Briefly discuss the variety of decisions and whether they are important. Then focus on how they made their decisions—the process they used.
- (2) Hand out DR-1 or 2. Select an important decision and go through the six steps.
- (3) Emphasize that the process will be dealt with step-by-step in the experience. It is a process to be learned and applied, and it will be reinforced throughout the year.

Variations:

- (1) Use this activity as a review after having dealt with the six steps in class.
- (2) Use Deciding: A Leader's Guide and examine different decision-making strategies.

Materials Needed: Class copies of DR-1 or DR-2

b. Making Decisions (Objectives 1-5)

Purpose: This activity is designed to suggest a more structured approach to making a decision.

Procedure:

- (1) Have students read aloud in class pp. 11-14 in Making Value Judgments by Carl Elder. Omit the "Put Yourself in Her Place" on pp. 14-15 for now.
Discuss:
 - (a) What does judging mean?
 - (b) What is a value judgment?
 - (c) How do I make a value judgment?
- (2) Note: Question "c" refers to the six goals of decision-making and should be used here for consistency.
- (3) Read "Put Yourself in Her Place," pp. 14-15. Analyze the story using the six step decision making process, one by one, until you have covered all the steps correctly. Ask students to go through the process and make a decision based on what they have just read. They should explain their reasons.
- (4) Other situations can be found on p. 18. Students will go through the steps and put themselves in the place of the President, Governor, and a man who believes war is wrong. This can be done as groups of four to six or individually.
- (5) **Suggested Answers**
 - Step 1. To cheat versus not belonging
 - Step 2. Why does she want to be a cheerleader?
She could ask the gym teacher, or other cheerleaders or friends.
 - Step 3. Not cheat
Study harder
Talk to geometry teacher
Not to be a cheerleader
Cheat
Stay home and take make-up test using a crib sheet.

- Step 4. Her values weighed against the
alternatives in number three step
Step 5. She decides - give reasons for decision
Step 6. Acts on what she decided

Materials Needed: Making Value Judgments, Merrill

2. Why is it important to identify the conflict when making a decision?

Identifying the conflict (Objective 1)

Purpose: By presenting students with a variety of quotations based on every day problems, it is hoped that they will be able to identify the conflict involved. Emphasize the importance of identifying the conflict in your discussion.

Procedure:

Divide the class into groups of three to four students and assign several quotes to each group. Have groups identify the problem and be prepared to state it to the class.

Variations:

This could also be done on an individual basis by passing out a sheet with the quotes listed. Ask the students to identify the problem.

List of quotes:

- "Never let yesterday use up too much of today."
"O Lord, help my words to be gracious and tender today,
for tomorrow I may have to eat them."
"Temper is a valuable possession - don't lose it."
"Minds are like parachutes - they function best when open."
"Drugs are when you fly now and really pay later."
"True success is overcoming the fear of being unsuccessful."
"The trouble with putting on armor is that, while it protects
you from pain, it also protects you from pleasure."
"You are not mature until you expect the unexpected."
"If you wouldn't write it and sign it - is it really worth
saying?"
"People so often play up the bad side of things. Have you
ever seen a sign that says 'Nice, Friendly Dog'?"
"The future always arrives a little before you're ready to
give up the present"
"You can't expect a person to see eye to eye with you when
you're looking down on him."
"Loneliness is knowing the television schedules by heart."

3. Why is there a need to locate, gather and evaluate information when making decisions?

a. "Help!" (Objectives 2 and 3)

Purpose:

Students will identify sources of information and alternatives when confronted with a problem situation.

Procedure:

- (1) Motivation: Have Beatles recording of "Help!" playing as students enter the room.
- (2) Ask students how the recording is related to what they are studying. Lead into the idea that problems may be solved by looking for help or ideas from others.
- (3) Pass out DR-3 and have students complete it alone. Have class discuss it in a large group.

Variations:

Use any appropriate situations from this experience to reinforce this activity.

Materials Needed: Beatles record: "Help!"
Class copies of DR-3

b. Gathering information in a survey (Objective 2)

Purpose:

This activity is designed to help the student gather and evaluate information by using a survey.

Procedure:

- (1) Have students take part in choosing a "community" problem in which they are interested.
 - (a) Which grading system should this class or school use?
 - (b) Should teachers and principals have the right to spank students? (corporal punishment)
 - (c) Should marijuana be legalized?
 - (d) Should attendance in school be mandatory?
 - (e) Should we drop the inter-scholastic athletic program in favor of an intra-mural athletic program?
 - (f) Should schools or the community provide after school and weekend activities for teenagers? For adults?
 - (g) What changes should be made in the high school curriculum?

- (2) Review the steps in gathering information. Students should use a variety of media for information.
 - (a) Information I already have.
 - (b) Information I need.
 - (c) Sources of information that I need.
 - (d) Deadlines and time requirements for making this decision.
- (3) Part of the information gathering should include the following survey development. Some research on the topics is necessary before a good survey can be written.
 - (a) Have small groups of students develop five to eight questions in the order in which they are to be asked.
 - (b) Have one person from each group write the questions on the board or set up a Drafting Committee (one person from each group) to establish a 10-15 question survey.
 - (c) Present the form to the class for comments, suggestions and approval.
 - (d) Make enough copies for each student to have 3-5 copies.
 - (e) Select the group to be surveyed. (The sample of people to be asked—age, sex, education, job)
 - (f) Compiling and analyzing results
A firm deadline as to when the survey is to be completed and compiled must be established. Actual computation can be done in groups or by a few students. Have the whole class discuss the meaning of the results.
- (4) Organize small group discussions of the problem. Have each group list alternative solutions which will be shared with the whole class.
- (5)
 - (a) Have one person from each group take part in a panel discussion on the problem.
 - (b) Have each student state his position in writing and share this with his group.
- (6) Discuss the possible suitable courses of action the students may take to support their positions.

c. Fact and Opinion: What's the difference? (Objective 2)

Purpose:

This activity is designed to show students how to recognize the difference between fact and opinion.

Procedure:

- (1) Ask students to establish a working definition of "fact" and "opinion."

- (a) Fact: "Something that can be proven true for everyone, no exceptions."
 - (b) Opinion: "Your own personal belief. It may be true because you believe it to be true. It does not hold true for everyone."
- (2) Questions for review: Use F for fact and O for opinion
- (a) This is a nice room. O
 - (b) You are in the 9th grade. F
 - (c) The person next to you is good looking. O
 - (d) You are good looking. O
 - (e) Maryland is a small state. O
 - (f) California has the most people. F
 - (g) You are in school today. F
 - (h) Everyone in this room is wearing clothes. F
 - (i) Everyone in this room is dressed properly. O
 - (j) The United States is the best place in the world to live. O

Variations:

Have students complete the questions and then as a group establish a working definition of fact and opinion.

Ask students either individually or in small groups to analyze a newspaper article. Picking out the facts from the story and then identify the opinions in the same story.

Use political cartoons to demonstrate the expression of opinion by the cartoonists. Show cartoons and ask students what opinion is being expressed.

Rewrite nursery stories: One version should be totally factual and the other opinion.

d. Cartoons (Objective 2)

Purpose:

This activity is designed to give the student an understanding of cartoons. Cartoons are an excellent example of opinion and the technique can be used throughout the year to get the students to express their opinions on a subject.

Procedure:

- (1) Parts of a cartoon
 - (a) Picture
 - (1). Story
 - (2). Caricature
 - (3). Symbols
 - (b) Words
 - (1). Title, quote, or punch line
 - (2). Labels

- (2) Make a transparency of one or more cartoons or use examples of cartoons from the media center to explain parts of cartoons. Students can bring in examples of their own.
- (3) After interpreting the message, be sure to identify the opinion of the cartoonist.
- (4) Have students draw their own cartoon. It may be easier for some students if you supply a topic.
 - (a) School issues
 - (b) Attitude toward school
 - (c) Parent child relationships
 - (d) Current affairs
 - (e) The principal
 - (f) The teacher
- (5) Summarize by reviewing four or five cartoons. Have students display cartoons.

Materials Needed: Cartoons from newspapers and magazines
Media center may have cartoons in poster size.
Plain paper

4. Why should a decision-maker first identify alternatives and then consider the consequences of each?

a. Road to Moscow (Objectives 2 and 3)

Purpose:

Students will review the process of locating, gathering and evaluating information as they identify alternatives and consider their consequences.

Procedure:

- (1) Before beginning this activity, review basic map reading skills.
- (2) Motivation: Ask students how many would like to go to a rock concert. The 9th grade activities club has money that has to be used. It was suggested that the money be used to take the 9th grade social studies to a concert being held in Moscow, Maryland. The bus company has given the school a cost per mile price that we feel is too high. They will give us the same cost per mile if we find a better route.
- (3) Divide the class into small groups or pairs, and pass out copies of Maryland road maps. Regroup as a class and have each group present its route and justify why their route is better than other routes. Consider the consequences of taking the different routes (traffic, distance, time, road conditions)

Materials Needed: At least 20 Maryland State Maps

b. The Alternatives Game (Objective 3)

Purpose:

We will examine various alternatives students must consider when making decisions.

Procedures:

- (1) Pass out student DR-4 and have students complete it individually.
- (2) Have class discussion of the areas on the Resource Sheet.

Variations:

- (1) Have students choose the one they would not select and explain why.
- (2) Other areas to deal with:
 - (a) School involvement
 - (1). try out for football/cheerleading
 - (2). get a job after school
 - (b) Marriage
 - (1). marry for good looks
 - (2). marry for money
 - (c) Grades
 - (1). work hard for an "A"
 - (2). do enough to get a "C"
 - (d) Drinking
 - (1). accepting beer from friend
 - (2). rejecting beer from friend
 - (e) Summer (age 15)
 - (1). going on vacation touring Europe with parents
 - (2). getting a job and saving for own car

Materials Needed: Class copies of DR-4

c. The Fault Tree (Objective 3)

Purpose: Students

Students will develop procedures that minimize potential undesirable consequences when identifying alternatives.

Procedure:

- (1) Distribute the note to the students on page 88 of Deciding: A Leader's Guide and copy of the completed fault tree on page 89. Using these, explain the purpose and review how to complete a fault tree.
- (2) Have students complete fault trees on their own.

Variations:

- (1) Divide class into groups and give each group a critical decision to work on. Have them report to class and elicit class feedback.
- (2) Suggested critical decisions:
 - (a) To go on to college after high school
 - (b) To go out for football/cheerleading
 - (c) To run for an S.G.A. office
 - (d) To tell on a friend you saw cheating
 - (e) To begin smoking
 - (f) To skip Social Studies class.
 - (g) To become a teacher

Materials Needed: Deciding: A Leader's Guide (pp. 88-89)

d. Brainstorming (Objective 3)

Purpose:

This activity will encourage versatile and creative thinking when identifying alternatives.

Procedure:

VARIATION ONE

- (1) Explain briefly to the class the guidelines for brainstorming:
 - (a) Express no negative evaluation of any idea presented.
 - (b) Work for quantity, not quality—the longer the list of ideas, the better.
 - (c) Expand on each other's ideas, piggyback, hitch on, elaborate whenever possible.
 - (d) Encourage zany, far-out ideas.
 - (e) Record each idea, at least by a key word or phrase.
 - (f) Set a time limit and hold strictly to it.
- (2) Divide the class into groups of four. Arrange them in separate sections of the classroom, making sure that someone in the group has paper and pencil to write down the ideas suggested in the brainstorming session (a recorder).
- (3) Give each group a different topic, as below:
 - (a) You have been stranded on a tropical desert island. Food and water are no problem as the island can provide these. You have only one artifact of civilization, an empty Coke bottle. Brainstorm uses of the Coke bottle.
 - (b) Brainstorm ways to improve on the common bathtub.
 - (c) Brainstorm uses for a fire hydrant (junk automobiles, broken baseball bats, tabs from flip top cans, old wheel covers).
 - (d) Brainstorm zany topics for warm-ups.

- (4) Ask each group to evaluate their results as a group, and identify the best three, five or ten answers. Set a time limit.
- (5) Share the results of each group with the class.
- (6) If you plan to use brainstorming later in a content area, it might be worthwhile to evaluate as a class this introduction to the process of brainstorming in terms of efficiency, strengths, weaknesses, and suggestions for improvement.

VARIATION TWO (Alternative Search)

- (1) and (2) Identical to Variation One.
- (3) An individual in the group brings a problem to the group such as "How can I get along better with my teachers?" Then he spends one or two minutes filling-in the group on the background of the problem. The group then brainstorms solutions to the problem. The individual bringing the problem to the group acts as the recorder. Intimate or potentially threatening personal situations such as family problems should NOT be used.

VARIATION THREE (Wall Storming)

- (1) Put up somewhere on the wall a piece of big tag board. Attach a marking pen to a string nearby.
- (2) Start off the wall storming paper by using one or more stems, for example:
Happiness is. . .
School is. . .
Science class is. . .
My "Greatest American" nominee is. . .

5. Why is it imperative to select alternatives based on personal values?

a. Introduction to values.

Purpose:

This activity is designed to introduce the concept of personal values and the process of valuing so that these may be incorporated in other activities.

Procedure:

- (1) Motivation: Present your class with this situation:
"Your house is on fire. You are in your room and you've just heard your family yelling for you to get out of the house while they call the fire department. Before you leave your room, what things would you grab quickly to take with you?" Key questions
(a) What did you pick and why?

- (b) Of what relative value to you was each item?
Was it based on a want or need?
- (c) Why did different people pick different things?
- (2) Introduce the concepts of personal values and the process of valuing. Chapter 1 of Making Value Judgments (Pages 1-10) by Elder is a possible resource. Emphasis should be on the diversity of personal values, the choosing - prizing - acting process, and the influences of society and family on personal values.
- (3) Use the "Values Survey," DR-5. This deals with general value issues (money, leisure time, happiness, affection, education) and provides an opportunity to begin clarification of personal values. Use a clarifying question strategy. These clarifying questions are aimed at getting more information about what a person means. They should be open-ended, nonevaluative, short, and designed to help the student consider his own values (not loaded with yours). Some examples:
 - (a) How long have you believed that?
 - (b) What other possibilities are there?
 - (c) Are you saying that. . .
 - (d) How do you let others know that you believe that?
 - (e) How do you usually act?Be sure to emphasize choosing, prizing, acting. You can easily make a tie-in between the values dealt with here and evaluating alternatives.

Variations:

Small group work, present choosing-prizing-acting as a lecturette rather than by the reading.

Materials Needed: Class copies of DR-5

b. Life Line (Objective 4)

Purpose:

Students will examine the different influences on personal values and share experiences and values with others.

Procedure:

- (1) Ask students to draw a line on their paper. On the left they should put their birthday and year. On the right, the present date.
- (2) On the line they should plot special experiences that have occurred during their lifetime, such as moving to a new home or locale, accidents, tragedies, happy events, things that stick out in their memory, trips and other important events.

- (3) Divide the class into small groups and share lifelines. Ask each group to make a generalization as to what kinds of things influence one's values.
- (4) Regroup and discuss generalizations, relationships of experiences to values, and the reasons for the diversity of personal values.

Variations: Post the lifeline on the bulletin board.

c. Conflicting Values (Objective 4)

Purpose:

This activity will introduce the concept of conflicting values and reinforce the need for prioritizing values in conflict.

Procedure:

- (1) Motivation: Present this situation: "You and your best buddy are walking to class. One of the most disliked teachers in the school walks by you and your friend calls him a real whopper of a name. The teacher turns around, accuses you of saying it and hauls you down to the office. What would you do? Why?" After a brief discussion, analyze what alternatives existed in the situation and what values were involved. Introduce the concept of conflicting values (loyalty to friends vs. self preservation) and the need for prioritizing the values.
- (2) Do several more forced choices as a whole group.
Suggested situations:
 - (a) Studying for important test or going out.
 - (b) Speaking your mind and possibly offending someone, or keeping quiet.
 - (c) Playing a school sport or taking job after school.
 - (d) Buying something you need or buying a luxury good.
- (3) Have students work alone to put these personal values in a rank order.
 - hard work
 - polite
 - smart
 - able to love others
 - independent
 - creative
 - concerned about other people
 - honest
 - open-minded
 - capable of achievement
 - attractive
 - brave
 - able to forgive others
 - respected by other people

- (4) Have them share their rank orderings in a small group. Focusing on the values in conflict. Regroup for a brief discussion on how value priorities often change, depending on the situation.

Variations:

A very appealing method of depicting values in conflict is to have students make a collage of their values and show the conflict by how they place the words and pictures on the poster.

Materials Needed: Collage materials

d. "The Life Auction" (Objective 4)

Purpose:

This activity will help students actively clarify values and value priorities. They will deal with these in a competitive/cooperative situation.

Procedure:

- (1) Tell the class that they're going to have an auction of personal qualities. Everyone will get a new start - they are to assume that they have given up all of their qualities and will have the opportunity to buy back those that they want.
- (2) Appoint a treasurer and distribute \$20,000 script money and resource DR-6 to each student.
- (3) Auction off each quality separately. Students may combine resources if they wish — but don't tell them to do so. Bids are in thousands of dollars.
- (4) Debriefing:
 - (a) What determined how much you bid for each quality?
 - (b) How did you feel when you bought a quality? Competed with someone? Someone else got one you really wanted?
 - (c) What value conflicts emerged? Value priorities?
 - (d) How do the personal qualities that you purchased reflect your values?

Variations:

Add more qualities yourself, or ask the students to wait a week then do it again. Another approach is to make a career auction list.

Materials Needed: Class copies of DR-6
Script money

e. Friends (Objective 4)

Purpose:

Students will clarify conflicting personal values involving friendship and arrange them according to importance.

Procedure:

- (1) Present the class with this situation: "You've just moved to a distant state. You've entered a big, new, high school. Your mother has asked you to invite five friends over for supper and a party tomorrow night. Which of these would you invite? Why? Distribute resource DR-7.
- (2) Have students circle any factor that influenced their decision. Then code them positive and negative.
- (3) Other questions to consider:
 - (a) Who you wouldn't pick and why?
 - (b) What values were conflicting?
 - (c) Have you ever been in a situation involving a similar decision? What considerations went into the decision?

Variations:

Have students rank from most likely to be invited to least likely to be invited. Then tabulate results on the board. Discuss the rankings of the entire class.

Example: A. Did the class as a whole pick certain individuals and leave out certain individuals?
B. Do most students value the same thing?

Materials Needed: Class copies of DR-7

f. The Alligator River (Objective 4)

Purpose:

This activity provides an opportunity for sharing values, prioritizing conflicting values, and analyzing group values.

Procedure:

- (1) Read the story and clear up any questions from resource DR-8. Emphasize that the situation occurred in medieval times.
- (2) Have students rank order the characters in the story from from best to worst, and write a few characteristics that they saw as being positive and negative for each person.

- (3) Have students share what they've done so far in small groups for five minutes. Then ask each group to develop a group rating, best to worst. This should be done by unanimous decision, which will encourage students to defend their views, but also compromise.
- (4) As a class, analyze the small group ratings and discuss them briefly.
- (5) Have individuals complete the statements at the bottom of the page. The statements are based on the values involved in the situation (honesty, caring, etc.) not the characters. Then discuss the values on which their decisions were based during the entire activity.

Variations:

Try to convince the class that you have the right rank order. After they argue a bit, discuss why everyone's ranking is right for them.

Materials Needed: Class copies of DR-8

g. Coat of Arms (Objective 4, low levels)

Purpose:

This activity is designed to allow an opportunity for symbolic values clarification and sharing.

Procedure:

Pass out resource DR-9 and instruct the class to do this fairly quickly. They should pay no attention to artistic ability. Students can share this with one another or create a bulletin board for class display. It might also be good to reuse this activity later in the year to see if any values have changed.

Variations:

This activity could be taken home and have parents complete. Results then could be compared between students and their parents.

Materials Needed: Class copies of DR-9

h. What values are in conflict? (Objective 4, low levels)

Purpose:

This activity will permit the student to act out simple value conflict situations and identify the value conflict.

Procedure:

Duplicate resource DR-10 and hand it out to the class, or make one copy, cut it up and put the role-playing situations on index cards and hand them out to students. Have the students role-play these situations. Identify the values in conflict. The situation can be acted out with different endings.

- (1) You get a phone call from a friend who invites you to a party. Your parents won't let you go. You're embarrassed to tell your friend that your parents said you can't go. You make up a story.

Roles - Two people talking on the phone.

Values in Conflict - Honesty vs. Avoiding Embarrassment

- (2) You get back a test which you failed. You think that your parents might not let you go to the movies tonight if you show them the paper. Your father asks you how you did on the test. You make up a story that avoids telling him you failed.

Roles - Father and student

Variation - You tell your father you failed and try to convince him to let you go to the movies.

Values in Conflict - Honesty vs. Enjoyment

- (3) You're walking down the street and you see two girls picking on another girl. As you pass, the girl being picked on calls out to you for help. You decide to keep on walking.

Roles - Four girls

Variations - (a) Have all the parts played by boys.
(b) Have the person walking by stop and help.
(c) Have a mixed (boys and girls) group act out the parts.

Values in Conflict - Help Your Neighbor vs. Own Safety (Not getting involved)

CAUTION: Acting this out with some boys can get out of hand. Be ready to step in and stop action if it gets too realistic.

- (4) Your friend, sitting next to you in class, asks you for an answer to a test question. You decide not to give out any answers.

Roles - Two students and one teacher.

Values in Conflict - Friendship vs. Honesty

- (5) Teenagers are standing around their cars on a street corner enjoying themselves. A police officer drives up and tells them to move on because they're causing a disturbance. One person in the crowd tells the policeman that his mother said he has the right to use the streets because he is a taxpayer. You want to do what the policeman asks without losing the friendship of the group.

Roles - One or two police officers and three or four students.

- Variations - (a) Try to convince your friend to leave.
(b) Join in and give the policeman a bad time verbally.

Values in Conflict - Respect for Authority vs. Friendship.

- (6) Your boss wants you to work overtime the night of a special school dance. You have a date and have paid for the tickets and ordered the flowers. You are good friends with the boss and don't want to lie. Try to convince the boss you are responsible but want the night off to go to the dance.

Roles - One boss and one worker.

- Variations - (a) Make up a story that covers up the fact that you're going to the dance.
(b) The boss knows you want the night off to go to the dance and tells you that if you don't work you can find another job.

Values in Conflict - Honesty vs. Authority

Materials Needed: Copy of Resource DR-10

1. Value situations (Objectives 3 and 4)

Purpose:

Students will identify alternatives in problem situations in order to analyze and express personal values in relation to the alternatives.

Procedure:

- (1) Give students value situations and have them individually identify the problem and suggest an action which they would take.
- (2) Form students into groups. Have students analyze the choice made by a student and in a clockwise order suggest alternatives. The original student then has to defend his choice by explaining why each alternative was not chosen. (Each student in a group should be given a different value situation).

- (3) Suggested value situations are found on resources DR-11 through DR-15.

Variations:

Have students construct their own value situations.
Pass them to other members of the class to act on.

Materials Needed: Copies of resources DR-11 through DR-15.

**Suggested Questioning Technique For
Teachers Dealing With Value Situations**

1. What happened in the episode? (Recall) Who? What? Where? When?
 2. What do you think were the reasons why _____ did _____? Inference. Why?
 3. If this was _____'s reason, what does this say about what he/she thinks is important?
 4. (a) If you were in a similar situation, what would you do?
(b) Why do you think you would _____?
 5. (a) What does this say about what you think is important?
(b) Why do you think it says you think _____ is important?
 6. Based on the actions and values we have discussed, what can you say generally about what people think it important?
6. When a person makes a decision, why should he publicly affirm it?
- a. Voting with your feet (Objective 5)

Purpose:

This activity will help students to reveal and examine their values and to publicly affirm them.

Procedure:

- (1) Clear desks from the classroom so that there is space for freedom of motion in the front of the classroom, across the room from right to left.
- (2) Draw on the chalkboard, in the front of the room, the following continuum:

DISAGREE ←————→ AGREE

- (3) Explain to the students that as statements are read, they are to place themselves somewhere along the continuum line, by actually taking a physical stand somewhere across the front of the room that represents their positions. The center area of the room is reserved for those who do not wish to take a stand, or express an opinion.
- (4) Read the following statements, and ask the students to move accordingly. More important than the position students take on statement A is the change of position they may make after statement B or statement C is read. Where there is such movement, have the students explain why they moved.

Statements to be Read

1. A. A teacher strikes a student who has called the teacher an obscene name.
B. A student strikes a teacher who has called him an obscene name.
2. A. The school librarian cuts out pictures he believes to be dirty from books and magazines that the library buys.
B. The school librarian does not accept books which treat college radicals favorably.
C. The school librarian does not accept books which strongly support the Communist Party or other right-wing groups.
3. A. A businessman drinks a martini for lunch every day.
B. A business man smokes a "joint" every day.
C. The Alaska Supreme Court rules that small quantities of marijuana used in the home is not punishable.
4. A. A college student grows his hair long just because everyone else is doing it.
B. A college student shaves his head bald to be different.
5. A. A person who believes a war is just, shows up when drafted and serves.
B. A person who believes a war is immoral does not show up when drafted.
C. A person who believes a war is immoral should leave the country.
6. A. Copying someones homework is O.K.
B. Cheating is O.K. if not caught.
C. Honesty is the best policy.
7. A. Might makes right.
B. Winning a war proves you're right.
C. Nice guys finish last.
8. A. Putting a horse out of its misery by shooting it is acceptable.
B. We should execute convicted murderers.
C. Killing is not acceptable.

- (5) Debriefing: Focus on the movement that took place: What influenced decisions, what values were revealed; how is this different from verbal or written values clarification?

Variations:

- (1) The statements may be replaced with situations of current and local importance; they are suggestions only, and have been used successfully with high school students.
- (2) See Values Clarification by Simon, Strategy 8—Values Continuum, p. 116-126. The purpose of this activity points out the wide range of alternatives possible on any given issue. For a deeper look at students positions, do Strategy 9.

b. Class Interview (Objective 5)

Purpose:

This activity is designed to give the student a chance to publicly affirm his values or take a stand on issues.

Procedure:

- (1) Teacher chooses volunteers who would like to be interviewed about several of their beliefs, feelings or behavior.
- (2) These volunteers sit at the teacher's desk or other designated special chair.
- (3) Teacher asks questions from back of room.
- (4) Teacher may ask any question about any phase of students' values and life.
- (5) If a student answers, he must answer honestly, but he may pass if he doesn't want to answer.
- (6) The student can end the interview by saying, "Thank you for the interview."
- *(7) The student then may ask the teacher any of the same questions asked of him.
- (8) Sample Questions:
 - a. Do you get an allowance? What kind? Must you do anything for it?
 - b. Do you go to Sunday School, Bible class? Do you like it? Are you getting anything out of it?
 - c. What does your family do together that's fun?
 - d. If you could be any age, what age would you be?
 - e. Did you go on vacation this year?
 - f. If you could go anywhere in the world, where would you go?
 - g. Will you be a cigarette smoker? Why?
 - h. Do you wish you had a larger or smaller family, or is your family just the right size?

1. As you look at the world around you, what is something you wonder about?
 - j. Do you think capital punishment is moral?
 - k. Should draft resisters who fled to Canada be given total amnesty?
- (9) The best questions are usually those made up spontaneously by the teacher.

Variations:

Make up a list of questions ahead of time and let students interview each other in small groups. Remember the level of risk associated with the questions should be low.

CAUTION: This activity is recommended only for experienced teachers who have received training through Human Relations Workshops.

- c. Are you willing to state your position to others?

Purpose:

This activity is designed to help students examine their pattern of disclosing information about themselves.

Procedure:

See Values Clarification, Strategy 21, p. 183-188, for explanation of activity. It deals with what information a person will disclose to strangers, acquaintances, friends, intimates, and self. Pick the questions carefully!

Materials Needed: Values Clarification,

CAUTION: This activity is recommended only for experienced teachers who have received training through Human Relations Workshops.

- d. Risk Ratio or Forced - Field Analysis (Objective 5)

Purpose:

This activity is intended to help students consider what they will affirm and when they will to it.

Procedure:

Stating your position will at some time hurt others or it may be counter-productive, but not stating your position may just be a "cop-out." Refer to pages 189-192 of Values Clarification for instruction.

Materials Needed: Value Clarification, Strategy 22, p. 189-192, Simon.

CAUTION: This activity is recommended only for experienced teachers who have received training through Human Relations Workshops.

TO THE TEACHER

Are you wondering, "Do I have a right to require my students to take an action?" Many teachers react this way. We think that requiring students to write poetry, for example, is considered quite normal, but requiring them to fight for something they believe in is practically unheard of.

In view of the potential controversy of action-oriented projects, you must classify any medium to high risk activity as optional. Students must be taught to carefully analyze the alternatives open to them. Then they must weigh the consequences of their decision before embarking on a course of action.

As a teacher, you must decide which actions are appropriate and which are not. Be sure to consider the maturity level of the student as you make your judgment.

7. Why is following a suitable course of action an important part of a decision?

a. What can you do about it? (Objective 6)

Purpose:

Students will act on a decision concerning a public issue.

Procedure:

- (1) Each student writes a letter to an editor of a newspaper, magazine or a government official.
- (2) The student's copy may be turned in and corrected by the teacher for form and spelling before it is mailed.
- (3) A duplicate copy of the letter is kept by the teacher. If the letter is published, clip out and attach it to the copy and display it on a bulletin board. If the government official answers the letter(s), display both letters. After a month has passed, read the letters and answers, and discuss the value of acting on a decision.

b. Which way is your way?

Purpose:

This activity is designed to get the students to actually engage in actions based on their decisions.

Procedure:

Values Clarification, "Strategy 42, Values in Action" p. 257-261. After discussing a problem and having students reach a decision, pass out the worksheet "Which Way Is Your Way?", resource DR-16. Have the students commit themselves to at least one action project in a specific time period. At the end of the time period, have students report to the class and discuss their results.

Materials Needed: Values Clarification, Simon.
Class copies of DR-16

- c. How strong do your feelings have to be before you are willing to act on them? (Objective 6)

Purpose:

Students will evaluate the strength of their feelings in order to decide what would cause them to act on their beliefs.

Procedure and Materials Needed:

Values Clarification, "Strength of Values",
p. 250-251.

- d. Removing barriers to action (Objective 6)

Purpose:

This activity is designed to help students analyze why we do not act on some of our decisions and beliefs.

Procedure and Materials Needed:

Values Clarification, "Removing Barriers to Action",
p. 209-210

E. Evaluation Activities

1. Present the students with a conflict situation and ask them to apply the six step model. Use either DR-1 or DR-2 as a structural guideline.

OR

2. Use this activity

To Compromise or Not (Objective 1-6, average and higher levels)

Purpose:

Should one compromise some or all of his values? This simulation places the student in a position where he must determine a course of action on five different problems. During each of the five stages, he will have to make rational decisions requiring use of decision-making skills.

Procedure:

The class must be divided into groups of two. One student will play the role of a farm worker and the other a farm owner. Each is to read his role sheet for instructions and ask any questions they might have. We suggest that you do not give all five rounds out but one at a time. It is much easier to control play if all the groups work on the same round. Students should keep their score for each round.

Each can be a winner. Winning is determined by simply being satisfied with your decisions and the results based on your values, not by total score.

Variations:

- (1) They could possibly be done in groups of four people by having negotiating teams instead of individuals.
- (2) Another variation is possible if team teaching is being done, one group (class) takes the role of worker, the other takes the role of owner. Here values could be discussed and reinforced before the game begins.

Materials Needed: Copies of DR-17 and DR-18.

F. Resources

1. Elder, Carl A. Making Value Judgments. Decisions For Today. Columbus, Ohio: Merrill Co., 1972.
2. Gelatt, Varenhorst, Carey, Deciding: A Leader's Guide. Princeton, N.J.: College Entrance Examination Board, 1972.
3. Simon, Howe, and Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, Inc., 1972.
4. Miller, Ellery, A Human Relations Ideabook for High School. Produced by Title III project "Understanding Ourselves." Carroll County Public Schools: Westminster, Maryland, 1974.

Note to the Teacher

This experience is a very important segment of this year's program. If students are to understand the processes by which conflict is resolved in American society, it is important that they develop the ability to clarify and justify their positions on personal and public issues. For too long, we have assumed that students "inherently know how" to take part in discussions. In reality, however, they do not. Participation in classroom discussions is a skill which must be developed in a logical way. A specific objective of this unit is to promote systematic instruction directed at the development of discussion skills. The topics which are considered in this experience, therefore, are a vehicle for the attainment of a valuable skill.

This entire unit is an attempt to establish a classroom atmosphere that is conducive to a free exchange of ideas, opinions, and beliefs. It is designed to stimulate critical thinking about group discussion processes.

In addition, please remember the crucial role you play in an inquiry-oriented classroom. Try to involve students in the planning and conducting of discussions. Offer them praise as well as constructive criticism. Evaluate them on the basis of growth rather than absolute standards. Provide opportunity for the discussion of issues, but guard against indoctrination and inculcation of your values. Instead encourage students to develop their own set of values through reasoned analysis of public issues.

This unit must not be completed and then dismissed or forgotten. It must be reinforced throughout the program. If your students learn to engage in meaningful group discussions this year, they will have developed a skill which should prove to be of value for many years to come.

A valuable source for the creation of this experience was the Human Relations Idea Book for High School. Produced in Carroll County by the Title III "Understanding Ourselves" project, it provided direct input for the development of a large number of activities which follow.

EXPERIENCE II

DISCUSSION SKILLS

A. How can discussion techniques be utilized by students to help them analyze controversial issues and express their views?

B. Purpose:

Communication skills need to be mastered so that students can participate actively and effectively in classroom discussions. This unit is designed to reinforce a free and open classroom atmosphere with maximum student involvement focusing on specific discussion skills and techniques.

C. Objectives:

Using proper discussion techniques, the student will analyze a controversial issue and take a stand. Specifically, the student will:

1. Recognize the importance of listening and demonstrate his ability to listen while involved in a discussion.
2. Recognize acceptable and unacceptable discussion techniques and apply acceptable techniques when dealing with a controversial issue.
3. When placed in the position of either group leader or member, work cooperatively and apply group discussion skills.

D. Suggested Activities

1. Why is listening an essential component of discussion?

a. "How are your ears?" (Objective 1)

Purpose: This activity is designed to demonstrate that we hear things but don't necessarily listen.

Procedure:

- (1) Read a short story aloud to the students. Be careful not to say more than, "I'd like to read this story to you." After the story is completed, give a short ten question comprehension quiz. Sixty percent correct is the national average.

or

- (2) Ask students to list the sounds they hear in class. After feedback, have the students close their eyes and keep quiet and listen again. Have them add items to their list.

or

- (3) You should take notes on the morning announcements and give the students a short quiz.
- (4) Summarize--Use transparency set M 3002 (Resource Center) entitled "Introduction to Listening".
 - 2-D--Hearing and Listening
 - 2-G--Listening for Entertainment and Appreciation
 - 2-H--Listening for Information and Evaluation
 - 2-I--Effect of Interest Factor
 - 2-L--Listen for Facts and Central Ideas
 - 2-O--Influence of Distractions on Listening
 - 2-T--Factors Leading to Highest Listening

- (5) Review
 - 2-W--As a Listener, Do You?

b. "Did you hear what I hear?" (Objective 1)

Notes to teachers: This activity can also be used to improve a group that is having listening problems. This process provides more structure and control over group activity. It is used best with a group that already shows signs of communication breakdown.

Purpose: This activity is designed to demonstrate the importance of concentrating on what others say and to give practice in listening skills.

Procedure:

- (1) Choose a topic for discussion
- (2) Explain that the group will discuss the topic using the following procedure.
 - (a) One person will begin with a statement.
 - (b) The next person must summarize what the preceding person said. "He or She said ..." and then continue with their own statement or comments.

- (c) The preceding person or anyone in the class must decide whether or not the summary statement accurately represents what was said.
- (d) Repeat B and C until you feel the above objective has been attained.

(3) Summarize the importance of listening to others.

Variation: This activity can be done in small groups.

c. "Accident Report" (Objective 1)

Purpose: This activity will give structured practice in communication in order to develop awarenesses of inefficiencies in communication.

Procedure:

- (1) Divide the class into six groups of students. Choose one student from each group to be the member of the report chain.
- (2) The task of these six students will be to listen individually to a tape recording of the Accident Report [on DR-19]. After listening to the tape, they will return to their group and whisper to another member in the group who will whisper what he was told to another member. This goes on until all group members have heard the story through whisperings. The last ones to hear the story will leave the room taking a number from one through six.
- (3) You should then play the recording to the entire class. The students who left the room will return one by one and tell their version of the Accident Report. Students in their seats will note the change from the original story and also from person to person. After all six students have repeated their version, play back the original version. Go over changes that students noted and get feedback as to why the changes occurred. Focus on the difficulty of transferring information accurately, ways to improve one's ability to transfer information, and the role of listening.

Materials Needed: Tape recorder with headphones. Class copies of DR-19.

d. "Blind Landing" (Objective 1)

Purpose: This activity is designed to improve skills in giving directions and improve listening skills through practice.

Procedure:

- (1) Divide the room in half in order for the activity to be repeated at least twice. Choose students from each side of the room: one will be the "pilot" and the other the "control tower". The remaining students will form two lines facing each other about four feet apart. This area is the runway which the pilot must pass through successfully.

- (2) The pilot is then blindfolded and objects are placed on the floor in front of the pilot in the runway area. The control tower must orally guide the pilot through obstacles, but the pilot may not speak. The pilot-control tower team receives one crash point for any items touched, including people.
- (3) Debriefing Questions
What kind of directions are most helpful? harmful?
What role did listening play?
Did the pilot have confidence in the control tower?
Was confidence an important part of this activity?
How could the directions have been improved?

Materials Needed: Blindfold

Variation: Repeat number two above but allow the pilot to ask control questions as he approaches the runway. Hopefully this two way communication will lessen the number of crash points. Have students discuss reasons two-way communication improves problem solving.

e. "Listening Skills" Objective 1)

Purpose: This activity will improve the listening ability of students.

Procedure:

- (1) Record the five minute radio news before classes begin. Play the news at the beginning of class. Do not tell them the purpose of the news broadcast.
- (2) Give students a quiz on the news program.
- (3) Play a news broadcast from several weeks ago and advise class to listen carefully because they will be given a quiz.
- (4) Give the quiz and compare results of quiz one with quiz two.
- (5) Discuss results of both quizzes focusing on the importance of developing good listening skills.

Variations:

- (1) Have students listen to songs.
- (2) Use a record of history such as Edward R. Murrow's narration of 1939-1945 events.
- (3) Show slides or a film without narration and compare listening skills with sight skills.
- (4) Give a ten minute lecture advising students to take notes to see how different students think different things are important, and how personal values effect listening.

Materials Needed: Quizzes and teacher-made tapes

f. The Magic Circle (Objective 1)

Purpose: Students will improve active listening skills within a given structure.

Procedure:

- (1) Choose a topic for discussion and a volunteer "focus" person. Arrange the group in a horseshoe and seat the "focus" person in the opening.
- (2) Before the person begins to talk, explain to the class that they may ask questions to gain clarification whenever necessary, but under no circumstances are they to change the focus to anything or anyone other than chosen person and topic. Appoint a student to act as an observer to insure this rule is enforced.
- (3) Allow the "focus" person to talk for a few minutes. Then ask the students to summarize what the person said and to describe how well they listened. Focus in on group feelings. When desired, choose a new topic and a new "focus" person.
- (4) Suggested stem beginnings will help guide topic selections. Ask the "focus" person to explain his feelings about the stem.

Many people don't agree with me about...

If I were five years older, I'd...

When someone insults me, I...

I'd really like to...

I'm best at...

I like people who...

I trust people who...

My teacher is...

I wonder why people...

I really don't care about...

If I won the lottery, I'd...

School makes me feel...

With one year to live, I'd...

When people yell at me, I usually...

When I feel sad, I...

One thing I won't make my kids do is...

My greatest personal strength is...

2. What are some of the acceptable and unacceptable discussion techniques? How can the use of acceptable techniques improve your ability to discuss a controversial issue?

Note: Any topic as broad and general as "discussion techniques" is very difficult to approach. The following activities are designed to fit within the framework of acceptable and unacceptable techniques. We have provided activities that apply to most aspects of the framework, but not all. The activities provided were considered to be the best available. The areas of the framework not covered are of such nature that you may very easily design your own activities. The framework is divided into three sub-sections to make it as flexible and workable as possible.

- a. Recommended teacher list of acceptable and unacceptable discussion techniques. (Objective 2)

RESPECT FOR THE RIGHTS OF OTHERS

Acceptable

listening to others
speaking in turn
being honest

Unacceptable

getting personal
stereotyping

STAYING TO THE POINT

Acceptable

showing continuity
being specific
recognizing fallacies in arguments
recognizing euphemisms

Unacceptable

generalizing
appealing to emotions
using loaded words

EXAMINING ALL SIDES OF THE ISSUE

Acceptable

having an open minded attitude
recognizing and clarifying
assumptions
analyzing all available information

Unacceptable

slanting
jumping to conclusions

(See DR-20 for a student checklist)

- b. Stereotyping (Objective 2)

Purpose: This activity should create an understanding that stereotyping is an unaccepted discussion technique.

Procedure:

Have students look at the drawing on DR-21. Pass out DR-22 next and have students complete the activity as it is described. DR-23 should be given out next; have student complete the activity as described. Upon completion of the above activities, have students generalize on the entire experience. What did they learn by writing a non-stereotype description? How does stereotyping cloud the issue of "respecting others"?

Materials Needed: Class copies of DR-21, 22 and 23

c. Detecting Stereotypes (Objective 2)

Purpose: This activity will help students detect and find stereotypes.

Procedure:

- (1) Divide the class in half. Give DR-25 to one half, and DR-26 to the other. Allow five minutes for completion of the questionnaires.
- (2) Have one student from each group tally the results for each item. Discuss with the class the idea of stereotypes while the tallying is going on. Then review and compare the results of the questionnaires. Ask students why they circled one answer and not another, and what kinds of stereotypes were present.

Variation: Develop your own personalities for the questionnaires.

Materials Needed: Class copies of DR-24 and 25

d. Listening to Everyone (Objective 2)

Purpose: Students will become aware of their personal feelings while listening to various kinds of music.

Procedure:

Read DR-26 and bring to class records dealing with these six areas. Write the guide questions on the board and have students respond in writing. Debrief activity after all have finished. Why did you turn certain songs off in your mind? Should you listen more carefully?

Materials Needed: Class copies of DR-26

e. Euphemism

Purpose: Students will develop an awareness of how euphemisms can be used to distort the facts.

Procedure:

- (1) Give students DR-27. Have them work individually to determine the unpleasant facts in each of the examples.
- (2) Divide the class into groups and have each group use euphemisms to sell one of the products from Resource Sheet DR-28.

Materials Needed: DR-27 and 28

f. Euphemism

Purpose: Euphemisms can be both good and bad depending on how they are used. More important than learning how to use them is the ability to recognize them when they appear.

Procedure:

Pass out DR-29 and have the class rewrite the entire paragraph as directed in the activity. After this, debrief several paragraphs. Were there any similarities among the statements? any differences? Were the euphemisms needed or should you be more direct?

Variations: Have students complete DR-30.

Materials Needed: DR-29 and 30

g. Disguising Feelings

Purpose: Students will analyze linguistic mannerisms that are used to disguise the underlying feelings of the sender.

Procedure:

- (1) Read these statements to the class and ask them what a person might really be trying to say.

"Why do we have to study history?"
(I think history is stupid.) (I don't have much success in the subject.)

Are we going to take a break soon?
(I'm bored.)

I can't finish this assignment.
(I don't want to finish this assignment.)

Some people think this school is too lenient.
(I think this school is too lenient.)
- (2) Ask students to provide more everyday examples.
- (3) Explain that many people use communication patterns that disguise their feelings. There are many causes for this--society, family, peers--but few good reasons. Hopefully, through awareness of these disguising patterns, we can begin to communicate our feelings more openly and honestly.
- (4) Patterns of disguising feelings. Present these to the class.
 - (a) Questions
"Why do we have to study history?" The person asking the question may be disguising his feeling of dislike of history. He is also taking the focus off of himself by saying we. * Encourage students to make "I feel..." statements if they ask a question that you think is a disguise. * "Are we going to take a break?" may become "I want a drink of water." or "I'm getting restless."
 - (b) I can't
This is often used as a strategy for disguising "I don't want to," or "I won't." When you hear the word "can't", ask the student to substitute "don't want to" or "won't" into his statement. Can't is obviously the easy way out!

(c) Impersonal Language

When a student is using a third person statement such as "They say the economy is hopeless," he may really be saying "I think the economy is hopeless." Again the use of the third person is the easy way out. Ask the person to rephrase the statement by personalizing it, such as "I feel..." other examples--"People don't trust each other"--"I don't trust..."--"Some people think..."--"I think..."--"A friend of mine says..."--"I think..."

(d) Would you

Many times when a person wants something, he will ask another if they would like some as a way of avoiding a direct expression of his own wants or needs. Encourage your students to express their own wants and needs in the "I would..." "Would you like to go to the movies?" "Would you like to go out to eat?"

- (5) Speech mannerisms. Set aside a class time in which you discuss the speech mannerisms known to exist in the class. Explain the true meaning of these mannerisms. Some which might be considered are:

"You know" (almost epidemic now)
"By the way" (used to minimize something)
"To be honest, to tell the truth, to be perfectly frank" (implies some dishonesty)
"I don't care" (means the opposite)
"It's not my business" (but it is my business)
"Naturally, of course" (often used to impress others)
"I just..." (effort to minimize)
"I wouldn't do it for a million dollars!" (wanna bet)
"They don't understand" (Who is "they"?)

- (6) Have students write their own examples of the above statements.

h. Appeal to Emotions

Purpose: This activity is intended to stimulate a discussion on personal feelings that emerge when someone appeals to your emotions.

Procedure:

The activity is found on pages 63 and 64 of "Deciding: A Leader's Guide." Complete directions are provided in the guide.

Materials Needed: Deciding: A Leader's Guide - H. O. Gellatt - College Entrance Exam Book, New York, N. Y. Copies of this guide should be available in both social studies and guidance offices in all high schools.

1. Slanting

Purpose: Students will examine how slanting influences communication.

Procedure:

- (1) Slanting is used by people, governments and businesses. It tends to distort issues of both minor and major importance. This very simple activity is designed to make students aware of how easy it is to slant an issue. It shows them things to look for when they are trying to cover all sides of a controversial issue.
- (2) Write a factual statement similar to the following on the board or overhead projector:
"This class is a course in ninth grade social studies. It contains 27 students. Today four are absent and one was tardy. We began the year with a discussion of Citizenship and your rights and responsibilities to your country and yourself. After that, we looked at Decision-Making as it relates to today's teenagers. At the present time, we are looking at acceptable and unacceptable means of communicating with fellow human beings."
- (3) Have the class select all the important details in the paragraph and list them on the board. The students task is to slant this factual information into two reports of what has happened in class--one with negative slanting and the other with positive slanting.
- (4) Have several students read their rewritten versions of the statement to the rest of the class.
- (5) Debrief the activity focusing on the following areas:
 - (a) How easy was it to slant? Why?
 - (b) What were some of the slanting techniques used?
 - (c) How can you tell if an article is slanted? Why is it important to be aware of slanting?
 - (d) How can you avoid slanting?
 - (e) What is the effect on people who are unable to tell whether something is slanted.

Variations: The Elusive Truth (pp. 30-31). This is an activity which shows how polls and their results can be slanted. The poll deals with roles of today's women in America.

j. A Test for Hidden Assumptions

Purpose: This activity is designed to have students detect hidden assumptions and to analyze the role assumptions may have in a discussion.

Procedure:

- (1) Give each student a copy of the test (DR-31) and allow about five minutes for completion. Rarely will a student score 70 or above.
- (2) After the test is taken, correct it in class. Discuss the reasons for the wrong answers. Each question should be discussed briefly before considering the general implications of the entire test.
- (3) Possible discussion questions could include:
Why did you have so many wrong answers?
What misleading assumptions did you make in answering each questions?
Why were those assumptions made?
Would a college professor be likely to score well on this test?
Is this test in any way a valid test of learning or education?
Do such hidden assumptions take place in discussion?
How do they affect it?

Materials Needed: Sufficient copies of the test (DR-31)
Answer Key (See below)

Answer Key:

1. They didn't play the games with each other.
2. Adam didn't go on an ark. Noah did.
3. The date B. C. could never have been used because Christ would have been unknown.
4. The match.
5. Survivors aren't buried.
6. $99 + (9 \div 9) = 100$
7. Push the cork in the bottle and shake the dime out.
8. He does it in the daytime.
- 9.



10. Note that each phrase has a repeated word.

k. Underlying Assumptions

Purpose: Students will recognize that leading statements can lead the reader or listener to a desired conclusion.

Procedure:

- (1) Read the following to the class:
"A woman gives some money to a beggar. The woman is the beggar's sister, but the beggar isn't the woman's brother. What relationship is the beggar to the woman?" (answer: sister)
- (2) Ask students the following question:
"What color is a flesh-colored bandage?"
- (3) Place the following on the board:



Is the glass half full or half empty?

- (4) Ask: Is the zebra a white animal with black stripes or a black animal with white stripes.
- (5) Place on board:



Is the first house large, or is the second house small?

- (6) Teacher should then choose readings and appropriate activities from The Elusive Truth on pages 14-31. Included are a variety of activities dealing with the concept of underlying assumptions. None are specifically suggested here so that teachers can choose those which best meet the needs of their students.

Resources: The Elusive Truth, Scott Foresman.

1. Inferences--Values, Facts Exercise (Objective 2)

Purpose: The activity will help students develop an understanding of the difference between a fact, an inference and a value and will show how they may influence a discussion.

Procedure:

- (1) Either develop a picture set (pictures should be large enough for everyone in the class to see) or use a series available from the County Resource Center. Hold a picture in front of the class and have the students list the facts that they see, or have individual students point out single facts and list them on the board or overhead projector. Either you or the students should discuss and correct any misconceptions of facts.
- (2) After listing all facts from the picture have students draw inferences. Example: Fact: The little girl is crying. Inference: She is crying because she is sad. Then develop and discuss other inferences from the fact list.
- (3) From your list of inferences, develop some value statements. Since most of our inferences are value laden, the value statement is simply a statement of what we feel in the inference. Example: The little girl is crying. Inference: She is crying because she is sad. Value Statement: Often crying relieves our sadness. Example: Fact: A woman is hugging a little boy. Inference: The little boy is being hugged by his mother. Value Statement: It is reassuring to be hugged by our parents.
- (4) Repeat steps one through three with another picture. By varying the pictures, you can deal with different topics to suit your individual subject or class needs.

Variations: Divide the class into groups. Give each group a picture. Have them complete the three steps and then present their findings to the whole group. Discussion would center around correctness of facts and a discussion of what values might be represented. Value statements should not be considered right or wrong because they are indicative of individual values. Stress should be placed on correct facts and clarifying values.

Materials Needed: Pictures, SRA Picture Set (County Resource Center--K-15 and K-16)

m. Continuity

Purpose: Conversations and discussions tend to wander off course because people try to probe their own point, don't consider all aspects of one issue and simply have trouble sticking to a topic. In this activity we hope to highlight this weakness and suggest that pupils pay attention to setting up an agenda in order to pursue an issue thoroughly and stick to the point.

Procedure:

- (1) Have small group tape a five minute discussion on a subject in which all can participate.
 - (a) Where can this class go on a field trip?
 - (b) What courses should be added to the curriculum?
 - (c) How can you improve school lunches?
- (2) Explain the concept of discussion continuity to class. Then listen to a tape and have the class evaluate the discussion.

Discussion--

Continuity can be described as the systematic pursuit of an issue. It means we must deal thoroughly with the issue and make sure that all members of a discussion group know where each member stands.

- (3) Suggest that each group listen to its tape and evaluate it. Have each group set up a simple agenda and tape another discussion on the same subject.
- (4) Evaluate the second tape by analyzing another group's tape. Listen to first tape, have agenda put on board for all to see and then listen to second discussion. Have each group evaluate their own second tape for improvements.

Materials Needed: Tape recorders and tape

n. Generally Speaking

Purpose: This activity will demonstrate the inefficiencies of speaking in generalities.

Procedure:

Give students a blank sheet of paper. Tell them they may ask no questions as you read the directions. They are to see if they can follow the directions by drawing on the blank sheet of paper. Read these directions exactly as written. Be sure to read slowly. Allow no questions. Allow no talking.

In the center of the blank portion of this page, draw a circle. Now draw an equilateral triangle touching the top of the circle. Draw a straight line from the bottom of the circle directly downward. Draw a straight line out from that dot in both directions. At the bottom of the vertical line, draw a square.

Have students share the "picture" they have drawn. There will be many versions, since the directions were not explicit. Some may have inferred that the figure is supposed to resemble a man. Others may have made other inferences based on habit, such as the apex of the triangle should face directly upward or the square should be evenly placed on the end of the vertical line.

Example of one possible outcome of these instructions.



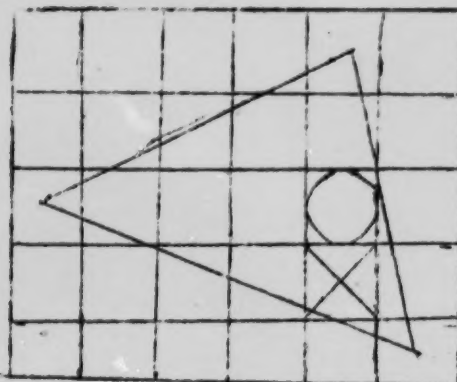
o. Unclear Instructions

Purpose: This activity will demonstrate how unclear instructions effect communication.

Procedure:

- (1) Give students a sheet of paper five squares by six squares. Read the following directions exactly and slowly. Allow no questions but ask them to complete the activity.
 - (a) Counting the upper left hand corner square as one, go directly to the right five squares and put a dot in the middle of the third square.
 - (b) Counting the upper left hand corner square as one, go directly to the right five squares and put a dot in the middle of the fifth square.
 - (c) Connect the two dots with a straight line.
 - (d) Draw a straight line from the upper dot to the center of the lowest right hand square.
 - (e) From the dot on the third square down on the left, draw a straight line to the middle of the lower right hand square.
 - (f) Counting the dot in the upper fifth square as one, count down four squares. Draw a circle in the fourth square so that its sides touch but do not go beyond the sides of the square.
 - (g) From this circle, move directly down to the next square and draw a straight line from its upper left hand corner to its lower right hand corner and from the upper right hand corner to the lower left hand corner so that the lines bisect in the center of the square.

- (2) If students follow directions accurately, all the drawings should look like the one here:



- (3) You may wish to discuss the need for concise information. To make an accurate "picture", you need information that leaves no room for inferences.

p. Can we be too general in our statements?

Purpose: These activities are to point out the weakness of overgeneralizations. They should encourage the use of specific statements by the student.

Procedure:

- (1) Read in The Elusive Truth, pp. 34-35.
- (2) Have student read the following story and then rewrite their specific version. Have a few students read their version of the story as an example of different interpretations when people are not specific.
- (3) View filmstrip--Semantics, two and four.

While riding through town one day, I was stopped by a nice, middle aged woman. She asked me if I had seen her pet animal who was injured and lost. I helped her look behind the large house. Then I thought it might be hiding in the wonders of nature.

Many other people joined in the search, some using their vehicles. It was a lovely day which made it easy to continue the search.

A very brave person found her pet in an unusual place. Who would have thought it would be hiding there?

A small reward was given to the finder and a celebration was given for those who participated in the search. A good time was had by all.

Materials Needed: The Elusive Truth, Scott, Foresman Co.
Semantics, Multi-Media Kit, B/S 64

3. What roles are necessary for a group to function well?

a. Introduction to group discussion skills (Objective 3)

Purpose: This activity will enable students to analyze desirable and undesirable group membership roles, to clarify desirable group leadership qualities and to examine how they interact.

Procedure:

- (1) Before class, prepare role profiles for small groups of six to seven members each. See DR-32.
- (2) When class starts, divide students into groups and distribute the role profiles. Each group should have a leader and an equal number of students to role-play ineffective group members and exemplary group members. Give the groups a simple task, such as writing a letter to the principal about school, designing the perfect car, inventing a new sport, or starting a new country. The time limit should be short, five to ten minutes to avoid mayhem.
- (3) Debrief the activity by focusing on what happened, why it happened, and how the group members felt.
- (4) Ask the class what the purpose of discussion is. Make sure that the task (i.e. solving the problem) and maintenance (i.e. good feelings in the group) are dealt with. Next, list the qualities of desirable and undesirable group roles and the desirable leadership qualities in three separate lists. Then distribute DR-33 and discuss the variety of group roles.
- (5) Wrap up discussion: Analyze how the different group roles and leadership affect group process.

Materials Needed: DR-32 and 33

b. Lost on the Moon: A Group Decision-Making Problem (Objective 3)

Purpose: This activity creates a situation in which good discussion skills are required in order to solve a particular problem. Both leadership and group member discussion skills are reinforced by this activity.

Procedure:

Have class break up into small groups. Assign no roles, group leader and member roles will be assumed naturally.

Pass out DR-34. Instruct class to finish the assignment as quickly as possible and inform them they are first to complete the project individually then as a group on DR-35. A degree of competition is built into the activity by tabulating both individual and group scores and comparing these with the correct answers as provided by NASA.

Materials Needed: Class copies of DR-34 and 35.

Answers:	1.	15	9.	3
	2.	4	10.	9
	3.	6	11.	14
	4.	8	12.	2
	5.	13	13.	10
	6.	11	14.	7
	7.	12	15.	5
	8.	1		

Delta Score: After giving the correct NASA list, have students find their Delta Scores. The Delta Score is found by subtracting their individual score from their group score. Positive and negative numbers have no effect. The higher the Delta Score, the less chance they would survive. The lower the Delta Score, the better chance they would survive.

c. Who is the Criminal? (Objective 3)

Purpose: The students are given clues to a crime, and it is hoped that they can determine who committed this act by combining their knowledge of the crime. Good discussion skills are a must with this activity because it definitely takes cooperation to reach this objective. Both leadership and group member skills will emerge during the course of this activity.

Procedure:

The clues on DR-36 or DR-37 should be passed out to a small number of groups; the groups should have between six and eight people in each. No student should have more than five clues at the beginning. If they wish to combine clues, this is both good and desirable. Rather than assign roles such as group leader and group member, let these roles be picked by the students themselves. If good discussion skills are used, it shouldn't take the groups long to figure out the problem. If not, more time will be needed. Competition among groups to finish first and correctly lends a high degree of interest to the activity.

Variations: Group size can be altered to either smaller (three students) or larger (twelve students) if you desire. Competition can be generated by putting one class against another if team teaching is being done.

Materials Needed: Class copies of DR-36 and DR-37.

Note: This activity should be debriefed at its conclusion. Questions concerning how the mystery was solved are needed here, followed by reinforcing the good and bad discussion skills that each group employed. The criminals are:
DR-36 -- Howard Ellington, with the assistance of his sister.
DR-37 -- Frank killed Teresa with John's knife.

d. The Fishbowl (Objective 3)

Purpose: This activity will provide a structure for small group interaction and group-on-group observation and facilitate an evaluation of a small group process.

Procedure:

- (1) Arrange your class into groups of about ten each. Break each group into two equal sub-groups. Arrange the chairs in two concentric circles with chairs facing inward.
- (2) Take the members of the outer circle out of hearing range and give them each a copy of a process observers sheet, DR-38. Explain to them that they will be observing the group process of the people in the inner chairs.
- (3) Return to the original fishbowls and give the inner groups a task. You could use one of the groups tasks outlined elsewhere in this guide, or give them one of the following tasks:
 - (a) Decide whether or not to reduce the age of majority to sixteen.
 - (b) Design the ideal automobile.
 - (c) Design the ideal house.
 - (d) Make-up your own task.Set a strict time limit for this task. Remind the outer group that they are observers and NOT participants in the group task.
- (4) When the time limit has expired, have the groups exchange places. The process observers will now carry on an evaluative discussion based on the observation sheets. As before, the outer group will be observing. Set a time limit. Let the discussion go as far beyond the observation sheet as possible, dealing with dynamics of the group process.
- (5) When the process discussion has been concluded, allow the inner groups to present their Individually Directed Positive Feedback. Stress the need for positive comments then open both groups to discussion about the fishbowl experience.

Variations:

- (1) The process observer sheets can be more content oriented. For example, the observers could evaluate the factual content of a small group discussion or look for weaknesses in arguments.
- (2) The process observer sheets can be focused on specific aspects of group dynamics, such as leadership, group roles, time structuring, quality and quantity of work, and level of participation.

- (3) The open chair variation can be used. Leave one or two open chairs in the inner circle. This allows any of the process observers, when the urge hits them, to become briefly involved in the group task. When they have had their say, they return to the observation task.
- (4) You may wish to divide the labor among the observers by assigning each one a particular person in the task group or a particular question on the sheet.

Materials Needed: DR-38

E. Evaluation

What is the grading policy of your school and county?

Purpose: This activity is designed to help students research a controversial problem and take a stand on that problem.

Procedure:

- (1) Distribute Resource Sheet DR-39 to class.
Have students read and hold large group discussion.
- (2) Divide the class into four groups. Each group should be given the task of creating a survey form. Group one's survey form is to be used to determine teachers' attitudes and practices toward grading. Group two's survey should be used to find out the administrators' attitudes and recommendations to teachers about grading, and group three's should be used to determine parents' attitudes and recommendations toward grading. Group four's form should be used to determine the attitudes of junior and senior students toward grading as well as solicit their recommendations for improving the policy.
- (3) Have students conduct the surveys and tabulate and interpret their data. Each group should prepare a report to be given to the class on their findings which includes the status of grading in their school and recommendations for grading policy changes if any.
- (4) If there is sufficient interest and desire in the class, have students volunteer to serve on a "Grading Policy Committee" to make a report of the class views and recommendations for grading to be presented to the school administration on the faculty advisory committee. Ultimately a county-wide committee may organize a presentation to the Board of Education at a regular Board meeting.

Variation on 4: Have a mock Board of Education meeting in your classroom. Assign the following roles to students:

Board of Education Members (five)
Teachers opposed to any changes
Teachers in favor of changes
Parents in favor of changes
Parents opposed to changes
Administrator opposed to change
Administrator in favor of change

Other suggested roles:

Psychologists
Guidance Counselors
Students
College Professors

Have students use the survey forms to help prepare their arguments to be presented to the Board.

Materials Needed: Class copies of Resource Sheet DR-39

F. Resources

1. Gelatt, Varenhorst and Carey, Deciding: A Leader's Guide. Princeton, N. J.: College Entrance Examination Board, 1972.
2. Miller, Ellery, A Human Relations Ideabook for High School. Produced by Title III project "Understanding Ourselves." Carroll County Public Schools: Westminster, Maryland, 1974.
3. Roden, Philip, The Elusive Truth. Glenview, Illinois: Scott, Foresman and Co., 1973.
4. Semantics, Multi-Media Kit Concept Media. Costa Mesa, California 92626 B/S 64 Resource Center

The 5 R's

Like it or not, you're here, a member of this class. When you join any group, whether it's school, club, family, community, or even country, there are certain rules, rights and responsibilities that go along with membership. The different groups have different kinds of rules, rights and responsibilities. Some are written, some are just understood, but one thing is the same--being a group member is a kind of citizenship. In this activity, we will be clarifying one kind of citizenship--your role as member in this class.

Rules:

Rights:

Responsibilities:

Results:

Requests:

Hey man! Why
are you here
in school?

A Buddy

you

Help! What do I
need to know to get
by in this place?

A New Kid

You

When it comes to
school policy, you
kids should obey and
keep your traps shut!

A Nasty
Old Teacher

Good Ol' You

CITIZENSHIP ATTITUDE SURVEY

Directions: Following are some statements with which you may agree or disagree. Place the letters of the position which best represents your feelings on each statement. If you do not understand a question or some words in a question, draw a line under those words or under the entire question.

SA—Strongly Agree
A—Agree
D—Disagree
SD—Strongly Disagree

- _____ 1. Good citizens abide by the law even if they do not like it.
- _____ 2. Citizens must always be free to criticize the national government.
- _____ 3. Lack of public interest in politics is a serious threat to democracy.
- _____ 4. Individual or personal goals should not interfere with the needs of the government.
- _____ 5. Our government needs to be changed and updated.
- _____ 6. Whether democratic or dictatorship, every nation has a right to its own kind of government.
- _____ 7. Every citizen should defend his country when called upon to do so.
- _____ 8. Law keeps the action of individuals from interfering with the rights of others.
- _____ 9. All high school students should take an active part in student elections, projects, activities, and support their Student Government Association.
- _____ 10. American democracy meets the needs of most of the people in the United States.
- _____ 11. The individual who refuses to obey the law is a menace (threat).
- _____ 12. Civic clubs help make a community a better place to live and work.
- _____ 13. In these times, patriotism and loyalty to established American ways are the most important requirements of a good citizen.
- _____ 14. Even though it has its faults, our democratic political system is the best in the world.
- _____ 15. We should firmly resist any attempts to change the American way of life.

CITIZENSHIP ATTITUDE SURVEY

Directions: Following are some statements with which you may agree or disagree. Place the letters of the position which best represents your feelings on each statement in the space to the left.

SA—Strongly Agree
A—Agree
D—Disagree
SD—Strongly Disagree

A good citizen should

- _____ 1. Obey laws.
- _____ 2. Try to break up peace rallies.
- _____ 3. Write his Congressman and tell him what he thinks.
- _____ 4. Serve on juries.
- _____ 5. Serve in the Armed Forces if called.
- _____ 6. Help the police when his help is needed.
- _____ 7. Spy on all foreigners to be sure they're loyal to the government.
- _____ 8. Vote.
- _____ 9. Support—without questioning—everything the government does.
- _____ 10. Pay taxes.
- _____ 11. Clean off his sidewalks after a snowfall.
- _____ 12. Turn in anyone who breaks a law.



CR-5

TEACHER RESOURCE

Citizenship Quotations

Directions: These quotes should be used a few at a time during this unit. It is not recommended that you use them all at one time.

"The only way to maintain a free democratic society is to allow the interplay of clashing viewpoints."

"Direct representation by elected officials is the only form of representation consistent with the meaning of democracy."

"The most fundamental tendency of human nature is not the pursuit of self-interest but the desire to find justice through reason."

"The only way to interest people in the welfare of their country is to make them partakers in the government."

"Our country: With foreign nations may she be always right; but our country, right or wrong?"

"If I see a guy with a flag decal on his car, I know I can't trust him."

"Ask not what your country can do for you—ask what you can do for your country."

"You'll never have a quiet world till you knock the patriotism out of the human race."

"People often say that in a democracy decisions are made by a majority of the people. Of course, that is not true. Decisions are made by a majority of those who make themselves heard and who vote—a very different thing."
Walter H. Judd

"I must do something" will always solve more problems than "Something must be done." Bits & Pieces

THE AMERICAN VOTER: STUDENT ANALYSIS SHEET

On the basis of the data provided in TABLES 1-6, what conclusions can you make about the relationship between tendency to vote and the following social variables:

- a. Socio - economic status
- b. Sex identity
- c. Educational attainment
- d. Place of residence
- e. Age group
- f. Organizational membership
- g. Occupational group
- h. Level of political knowledge
- i. Race or ethnic identity

e.

a.

f.

b.

g.

c.

h.

d.

i.

TABLE 1

Percentage of Different Types of Individuals
Not Voting in Past Presidential Elections*

		<u>Percent of Group Non-voting</u>				
		<u>1940</u>	<u>1948</u>	<u>1952</u>	<u>1956</u>	<u>1960</u>
1.	Sex					
	Male	23%	31%	21%	20%	21%
	Female	39	41	31	32	31
2.	Age					
	21-34		44	32	36	32
	35-44		34	24	26	25
	45-54		25	21	22	21
	55 and over		37	23	21	25
3.	Race					
	White	32	34	21	24	24
	Negro	64	64	67	65	51
4.	Type of Community					
	Metropolitan areas	25	17	21	25	24
	Towns and cities	32-35	37	27	23	27
	Rural areas	39	59	32	30	26
5.	Education					
	Grade school		45	38	39	36
	High school		33	20	26	25
	College		21	10	10	15
6.	Occupation of Head of Family					
	Professional and managerial	22	25	12	21	27
	Other white collar		19	19	30	36
	Skilled and semi-skilled		29	26	32	39
	Unskilled	40	50	40	48	49
	Farm operators	39	58	33	27	23

*Adapted from Lane, Robert E.
Political Life. The Free Press,
1959 p.48-49.

TABLE 2

Percentage of Group Members Who Voted

	<u>Group Members</u>	<u>Non- Members</u>
Percentage who say they voted in the 1952 Presidential election	72%	63%

TABLE 3

Relationship of Social Class and Tendency to Vote

<u>Social Class Identification</u>	<u>Percentage Not Voting</u>
Average working class	34%
Upper working class	16
Average middle class	15
Upper middle class	12

Adapted from Milbrath, Lester W.
Political Participation.
 Rand McNally & Co., 1965 p. 117.

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TABLE 4

The Distribution of Adults Who Have Never Voted

	<u>South</u>							
	1952		1956		1960		1964	
	White	Negro	White	Negro	White	Negro	White	Negro
Men	12%	65%	14%	60%	8%	33%	5%	26%
Women	33	87	27	70	17	63	14	39
	<u>Non-South</u>							
	1952		1956		1960		1964	
	White	Negro	White	Negro	White	Negro	White	Negro
Men	6%	17%	6%	17%	6%	11%	7%	10%
Women	7	11	10	32	7	28	7	18

Source: Survey Research Center, Institute for Social Research,
University of Michigan.

TABLE 5

Relationship Between Information Level
and Tendency to Vote

<u>Information Level</u>	<u>Failed to Vote in One of Two Elections</u>	<u>Twice a Non-Voter</u>
High	19%	11%
Medium	35	17
Low	46	72

Adapted from Converse, Philip. "Information Flow and the Stability of
Partisan Attitudes." Public Opinion Quarterly. Vol. 26. 1962.

TABLE 6

Comparative Voting Turnout in the Presidential
Election of 1964 of Different Groups in the American Society

<u>Group</u>	<u>Percent in Each Group Who Voted in the 1964 Presidential Election</u>
<u>Employment</u>	
Employed men	67%
Unemployed men	50
<u>Occupation</u>	
White collar workers	77
Service workers	67
Farm workers	60
White collar men at age 45	82
<u>Income</u>	
Families earning less than \$2,000 per year	45
Families earning more than \$10,000 per year	77
Men over 45 with family incomes of more than 10,000 per year	85
<u>Age Group</u>	
Less than 25	45
Ages 25-44	66
Ages 45-64	75
Over 75	60
<u>Sex</u>	
Men	65
Women	60
<u>Racial Identity</u>	
Whites	65
Blacks	52
<u>Area of Residence</u>	
Metropolitan area	64
Non-metropolitan area	60
<u>Education Level</u>	
A year or more of college	73
Less than an 8th grade education	44

Adapted from The National Press, Inc.
Friedheim, Jerry Warden. Where Are
The Voters? 1968.

WHEN WOULD YOU . . .

beat someone up?

cheat on a test?

hook school?

break the speed limit?

lie to a policeman?

lie about your age?

steal?

drink under age?

YOUNG PEOPLE ARRESTED (In percent of all arrests)

Offense	Ages Under 15	Ages Under 18
Robbery	10.8%	33.0%
Burglary	22.5	51.1
Theft	25.7	51.4
Auto Theft	13.8	53.0
Arson	38.9	56.6
Vandalism	46.7	72.4

City Arrests of Persons Under 15, Under 18, Under 21, and Under 25 Years
of Age, 1971

(4,124 cities over 2,500; 1971 estimated population 113,513,000)

Offense charged	Grand total all ages
TOTAL.....	5,896,686
Criminal Homicide:	
(a) Murder and nonnegligent manslaughter.....	12,199
(b) Manslaughter by negligence.....	1,908
Forcible rape.....	13,226
Robbery.....	92,391
Aggravated assault.....	114,824
Burglary-breaking or entering.....	250,488
Larceny-theft.....	592,211
Auto theft.....	110,496
Violent crimes ¹	232,640
Property crimes ²	952,787
Subtotal for above offenses.....	1,187,335
Other assaults.....	261,062
Arson.....	9,210
Forgery and counterfeiting.....	35,119
Fraud.....	63,410
Embezzlement.....	6,057
Stolen property; buying, receiving, possessing....	63,131
Vandalism.....	102,980
Weapons; carrying, possessing, etc.....	100,753
Prostitution and commercialized vice.....	50,829
Sex offenses (except forcible rape and prostitution).....	41,799
Narcotic drug laws.....	323,337
Gambling.....	81,623
Offenses against family and children.....	33,367
Driving under the influence.....	386,572
Liquor laws.....	186,433
Drunkenness.....	1,341,757
Disorderly conduct.....	560,683
Vagrancy.....	73,601
All other offenses (except traffic).....	694,376
Suspicion.....	50,251
Curfew and loitering law violations.....	93,251
Runaways.....	149,750

City Arrests of Persons Under 15, Under 18, Under 21, and Under 25 Years
of Age, 1971

(4,124 cities over 2,500; 1971 estimated population 113,513,000)

(continued)

Number of persons arrested				Percentage			
Under 15	Under 18	Under 21	Under 25	Under 15	Under 18	Under 21	Under 25
574,559	1,516,532	3,310,158	3,119,202	9.7	25.7	39.2	
160	1,305	3,106	5,503	1.3	10.7	25.5	
30	174	473	863	1.6	9.1	24.8	45.2
594	2,929	5,636	8,524	4.5	22.1	42.6	64.4
10,008	30,530	51,684	71,422	10.8	33.0	55.9	77.3
7,182	21,089	35,756	55,107	6.3	18.4	31.1	48.0
56,331	127,758	173,520	207,383	22.5	51.1	69.4	82.9
152,068	304,561	396,296	463,597	25.7	51.4	66.9	78.3
15,262	58,512	78,955	93,043	13.8	53.0	71.5	94.2
17,944	55,853	96,182	140,556	7.7	24.0	41.3	
223,661	490,831	648,771	764,025	23.5	51.5	68.1	80.2
241,635	546,858	745,426	905,444	20.4	46.1	62.8	76.8
21,429	51,446	83,151	127,111	8.2	19.7	31.9	48.7
3,583	5,214	5,982	6,805	38.9	56.6	65.0	73.9
596	3,386	9,915	18,800	1.7	9.6	28.2	53.5
938	3,258	9,894	23,831	1.5	5.1	15.6	
144	341	880	2,288	2.4	5.6	14.5	37.8
6,196	19,301	32,413	44,207	9.8	30.6	51.3	70.0
48,068	74,587	83,181	89,720	46.7	72.4	90.8	87.0
4,355	15,913	30,413	48,986	4.3	15.8	30.2	46.6
123	1,331	10,756	31,258	.2	2.6	21.2	61.5
3,361	8,544	13,582	20,742	8.0	20.4	32.5	49.6
10,082	71,109	164,435	248,160	3.1	22.0	50.9	76.7
312	1,972	5,632	13,030	.4	2.4	6.9	16.0
162	665	5,036	11,617	.5	2.0	15.1	34.8
88	4,246	28,367	79,091	(3)	1.1	7.3	20.5
6,528	65,181	138,346	151,821	3.5	35.0	74.2	31.4
5,243	36,200	108,439	229,725	.4	2.7	8.1	17.1
43,530	121,716	213,597	307,738	7.8	21.7	38.1	54.9
1,888	9,603	22,407	39,589	2.6	13.0	30.4	53.8
84,259	216,188	327,783	439,571	12.1	31.1	47.2	63.3
5,522	16,472	27,522	36,667	11.0	32.8	54.8	73.0
24,464	93,251	93,251	93,251	26.2	100.0	100.0	100.0
62,053	149,750	149,750	149,750	41.4	100.0	100.0	100.0

¹ Violent crime is offenses of murder, forcible rape, robbery, and aggravated assault.

² Property crime is offenses of burglary, larceny and auto theft.

³ Less than one-tenth of 1 percent.

What Is A Park Worth?

Herbert Henson rose slowly from his chair and looked around the council chamber nervously. The room was crowded with angry people. Some in the crowd supported him. But he knew that many were against his ideas. Nevertheless, he felt strongly that he must try once again to influence the thinking of the Bluffton city council.

Henson said:

Citizens of Bluffton, members of the city council, Mayor Harding, I beg you to follow my advice and build a new park in the westside neighborhood. The young people of this area have no place to play. The neighborhood is run-down. Our children deserve something more from the city than they have been receiving. Others in this city get what they want. Why are we always left out? We may be black or Mexican and poor, but we're part of this city too.

Henson sat down amid shouts and handclaps. The chairman of the city council gaveled the meeting back to order. He recognized a tall, well-built, distinguished-looking white man.

"Mr. Randolph," said the chairman, "you may have the floor."

Mr. Robert Randolph spoke.

I agree that a park is needed on the west side. But this project can wait until another year. What we need immediately is an overpass between the Sunnyside neighborhood and the Kennedy Elementary School. Let me remind you that Highway 62 separates the children of Sunnyside from their school. It is a very busy highway. And Amy Wright would be alive today, if we had had an overpass on Highway 62. Amy died last month because she had no safe way to walk across this busy street. How many more children must die before we construct an overpass.

The room was quiet as the imposing Mr. Randolph sat down. Others spoke in favor of the proposed overpass and the park.

The chairman of the city council thanked the citizens for their ideas and reminded them that the city government budget would not allow the city to build both an overpass and a park this year. One of the projects would have to be postponed.

Mr. Henson and his friends grumbled as they left the Bluffton City Hall.

"I know which project will be postponed," said Henson. "First of all, the city council will take care of those rich, white people in Sunnyside. That's the way the government works. Some big shot lawyer like Robert Randolph speaks, and city council listens. When a poor man like me speaks, no one listens or cares."

"Yeah" said Pepe Arroyo, a leader of the Mexican-American group that lives in the west side neighborhood. "It makes a difference who you are in this town. Those high class 'gringos' in Sunnyside always get more from the government than we do. The streets in their neighborhood are smooth. Garbage is always picked up on time in Sunnyside. If one of their children is arrested, they get him off quietly and without any serious trouble."

"It's different on the old west side," said Lou Hunter. "Sometimes two weeks go by before they pick up the garbage. The streets are full of holes. And the cops are always around busting our kids' heads."

At the next city council meeting, the councilmen passed a bill to provide funds for the building of an overpass to span Highway 62 and to connect the Sunnyside neighborhood with the Kennedy Elementary School. The councilmen also passed a resolution that declared that the council recognized the need of the west side community for a park. The resolution also said that the city council pledged to take steps to start a park project on the west side as soon as finances permit.

Herbert Henson, Pepe Arroyo, and their followers were incensed. They phoned councilmen, the mayor, and other important public officials to voice their complaints. They threatened to withdraw all political support from the mayor if he approved the council's decisions. They reminded the mayor that votes from the west side gave him his victory in the last city mayoral election.

Mayor Harding was anxious not to offend the west side voters. But he also believed that the overpass had to be built. He decided to seek a compromise, to reach a settlement that would satisfy both sides in this conflict. He called Herbert Henson and Pepe Arroyo and asked them to come to his office. He also asked the chairman of the city council to be there.

At this meeting the mayor suggested that land for the west side park be purchased immediately. Funds were available for this. But funds were not now available to develop the park. However, the mayor pointed out that this development work could begin next year. He pledged that he would see the park project completed before his term in office expired. The chairman of the city council agreed to support this plan. Henson and Arroyo, though not completely satisfied, believed that the mayor really cared about their park project and would complete it. Henson and Arroyo pledged their continued support of the mayor.

At the next City Council meeting, funds were appropriated for the purchase of land to be developed into a park for the west side community. The mayor publicly pledged to see that this project would be completed within the next two years.

The west side community was pleased, because finally they could count upon having a public park in their community. The Sunnyside residents were satisfied that an overpass would be constructed to protect their children. And the mayor was pleased to maintain the political support that he needed to stay in office.

Source: Original Version of American Political Behavior

THE NEWSPAPER — WHAT IT'S ALL ABOUT

There is nothing sacred about the newspaper. Today's edition lines the garbage pail tomorrow. But a newspaper is like an individual. It is like you and me. It has its own distinctive appearance, its own particular way of doing things, and its own unique personality. As with an individual you become familiar with a newspaper gradually. Familiarity, however, first requires of a reader an understanding of the format or make-up of the paper. Let's explore the personality of The Evening Sun.

The First Section

At the top of the first page is the name, the place of publication, the date, the circulation, and the particular edition indicated by the block on the upper right hand corner.

A headline sometimes runs the width of the eight columns and leads directly into the major news story in the eighth or seventh and eighth column. A second headline, if there is one, refers the reader to the story of next greatest importance. Since the first page is the showcase of the paper, the editors display the articles that they feel have priority over all other news. The reputation of a paper rests partly on the good judgment of its editors in their selection of the major news stories from hundreds of reports.

Other major articles secondary to the front page fill pages two and three. Less demanding news reports take the space above the advertisements on the inner sheets.

Because there is so much material in the thirty to forty pages, the editors provide guides to their readers. For example, the size of the headlines and the position of the articles on the page furnish a key to the importance of the story. Also of importance is the index to the paper in the lower corner of the front page.

The editorial page in the first section has an appearance different from the other pages. In the first two or three columns, the editorials are printed. The remainder of the pages are taken over by columnist's reports, an editorial cartoon, and letters to the editor.

The Accent Section

This section contains most of the features usually found in newspapers with a section referred to as Woman's Pages. The Evening Sun, however, combines columns on fashion, etiquette, beauty, contract bridge, and society with local, national, and international feature stories.

This section also contains articles on local activities sponsored by organizations. It highlights theater and film notes and reviews; music and dance notes reviews; art notes and exhibitions. This section not only contains the cultural activities but carries other forms of entertainment news, such as the television and radio programs. The comics and crossword puzzle may also be found in this section.

The Back or Last Section

The last section of the newspaper presents four areas of news interest: local news, sports, financial information, and classified advertising. It also contains the death notice in a great many of the newspapers.

If you remember the front page of the first section holds important national and international news. Flip the entire paper over. The back page has the major local reports. Since the newspaper is a mirror for the community to look into, the news reports must be factual, unbiased, and impersonal if the paper is going to maintain a good reputation.

THE NEWSPAPER IS LIKE A FRIEND — YOU HAVE TO KNOW IT TO REALLY APPRECIATE IT!

Read the ditto "The Newspaper—What It's All About" and examine the newspaper which you have. There are a number of things for you to do as you go through the paper. Answer the questions on this ditto.

1. What kind of news occupies the front page?
2. Where are the editorials found?
3. Where is the local news recorded?
4. Where are the weather reports?
5. Where are the death notices?
6. Where are announcements of meetings?
7. Where are the sports pages?
8. Where are the stock listings and market report?
9. Where is the shipping report?
10. Where are the movie and theater notices?
11. What are the main differences in the sections of the newspapers which you have been given?
12. What guides are supplied to the reader for locating the major news stories and special articles or columns?
13. What five places in Baltimore offer opportunities for fun or recreation today?
14. What three articles on international affairs (or nation or local) are worth reading today? Why?
15. Find two articles in each of the following classifications, and list the page number and column number where it is located:

<u>INFORMATION</u>	<u>INTERPRETATION</u>	<u>SERVICE</u>	<u>ENTERTAINMENT</u>
--------------------	-----------------------	----------------	----------------------
16. What good buys are available through today's newspaper?

TRUCKIN' ON THROUGH THE NEWSPAPER

Directions: Look through the following activities very carefully and pick five of them to complete with a partner. Remember, look all of the activities over before you decide which ones you will complete. If you finish early and wish to earn extra credit, you may complete additional activities.

1. Look through the movie listings and pick a film that you would like to see. Where is the film being shown? What are the feature times? What is the admission price? If any of the above information is missing where can you find these things out?
2. Read the first paragraph (lead) of any news story that interests you and answer the following questions:
 - A. Who is the story about?
 - B. What is the story about?
 - C. Where did the story take place?
 - D. When did the story take place?
 - E. Could you find the answers to these questions in the LEAD (first paragraph)?

After you finish the questions think of an event in the school or the community. Write a lead paragraph being sure to answer the what, where, when, and who.

3. Identify, by listing the title and page number, at least two articles which deal only with the facts and find at least two samples of articles which make evaluations of events.
4. Find examples of advertisements which promote their product by making use of fact. List the product name and the page number where the advertisement can be found.
5. Find examples of advertisements which promote their product by making use of opinion statements (value judgments) or non-factual statements. Make a list of the words or phrases which are used in such a manner.
5. Find a political cartoon in the newspaper. Indicate the position of the cartoonist, and in paragraph form, detail the artist's attitude toward the subject which he has drawn the cartoon about. Remember that symbols frequently give the clues about what the cartoonist is trying to express.
6. Find a photograph in the newspaper. Write a descriptive paragraph of the picture.
7. Analyze the review of a current movie. On what factors does the reviewer base his argument?
8. Skim the classified section of the newspaper to find a job that you could fill.
9. Read a recipe, a clothing pattern, or a "how to do it" column. Write a column of your own where you explain how to make something.
10. Read critically to determine the purpose of an editorial: Is it to commend, instruct, interpret, or what? Give the title of the editorial that you chose and explain why you feel that it has a particular purpose. Be sure to state what the purpose is.

WHO IS THE AMERICAN VOTER?

Multiple Choice - Write the letter of correct answer on the line beside the question.

1. Seventy-five percent of all Americans above the age of eighteen take part in which of the following activities?
 - a. Wearing campaign buttons or displaying bumper stickers
 - b. Voting in a Presidential election
 - c. Participating in a political discussion
 - d. Contributing money to a political campaign
2. In the 1976 Presidential Election we can expect what percentage of Americans to vote if they follow the same pattern for the last twenty years?
 - a. 85 - 94%
 - b. 27 - 36%
 - c. 52 - 64%
 - d. 75 - 84%
3. Which of the following will Americans probably participate in the least?
 - a. Running for public office
 - b. Participating actively in a campaign
 - c. Holding membership in a political club
 - d. Attending a political rally.
4. If 100 million people are potential voters in the 1976 Presidential election, we can expect how many to go to the polls?
 - a. More than seventy million
 - b. Less than seventy million
 - c. About seventy million
 - d. Impossible to determine
5. A private citizen can best contribute to a better government by doing which three of the following?
 - w. Voting in a Presidential election
 - x. Writing to an elected representative
 - y. Participating actively in a campaign
 - z. Attending a political rally
 - a) z, x, and w
 - b) w, x, and y
 - c) y, z, and w
 - d) x, z, and y

The Steps of the Decision-Making Process

(1) Identify the Conflict

(2) Locate,
gather, &
evaluate
information

(4) Weigh values
and identify
acceptable
alternatives

(3) Identify alternatives

(5) Make a decision and publicly
affirm it

(6) Take action

TAKING A DECISION THE WHOLE WAY THROUGH

DR-2

1. What's the conflict?

2. What information do you have?

3. List your alternatives.

4. Weigh your values and scratch out unacceptable alternatives.

5. Make your decision & publicly affirm it.

6. What action will you take?

HELP!

You are late for school because you missed the bus. Your Father is very angry because he had to bring you to school. This probably made him late to work since he has to travel almost forty miles to get to his job. You know that your Father's boss does not like his employees to come to work late. Your Father has told you this often.

At the moment, you have no idea what problems your Dad will face with his boss if he arrives late. No doubt any complications that result will be blamed on you. You are not sure how your Dad will deal with you when he gets home tonight. He might beat you, or ground you for this weekend, or any of a number of things. You are very worried because you have a very important date this weekend, and you do not want anything to happen that will wipe it out. You must figure out how you are going to act when you get home. What you will say. What will you do?

Step 1: Problem that I have: (the conflict)

Step 2: Information that I have:

Step 3: Information that I need:

Step 4: Source of information:

Step 5: Deadline or time requirement:

Step 6: Alternatives available to me:

Step 7: Results of each alternative:

The Alternatives Game

Below you will find a list of five subjects. Next to each item there are several choices which you can make. Select the choice that is most acceptable to you. After you have made your selection, you are to state at least two reasons you made the choice that you did.

		<u>REASONS</u>
(1) AFTER SCHOOL	a - go home and study	1.
	b - go home and watch T.V.	2.
(2) NIGHT BEFORE TEST	a - stay home and study	1.
	b - go to basketball game at school	2.
(3) SATURDAY	a - go with parents on picnic	1.
	b - go to dance at community center	2.
(4) WHAT TO DO WITH MONEY	a - buy records/tapes	1.
	b - put in savings account	2.
(5) DRESS CODE AT SCHOOL	a - follow the policy	1.
	b - challenge the policy	2.

VALUES SURVEY

Yup	Nope	Could Be	Check out your values by putting a check in the column that best expresses your opinion
			1. It is important to have a lot of leisure time activities and hobbies.
			2. I want to have a happy family life, both now and in the future.
			3. The most important thing about a job is the the feeling of accomplishment and success, not the money.
			4. I would break a law if it were unfair.
			5. Crime, poverty, drugs, war and energy are my problems too - I will work to help solve them.
			6. Being right is important to me - I'll argue with someone just to prove it too!
			7. The laws we have in our society are good. I will obey them.
			8. I want to have a lot of money so I can do what I want to do.
			9. I want to be my own boss - not work for someone else.
			10. Getting a good education is very important to me.
			11. Being popular is important to me.
			12. Everyone should be able to state their own opinion. There is no real right or wrong answer.
			13. Having something to believe in is important to me.
			14. In spite of its problems, America is a good place to live.
			15. What others say about how I dress and act are important to me.

LIFE AUCTION LIST

intellectual ability
respected by others
artistic ability
affection of others
vast wealth
mechanical ability
ability to make close friendships
physical ability
attractiveness
active and satisfying school life
creativity
popularity
happy family life
ability to produce a well-rounded child
good health
meaningful career
ability to make others laugh
leadership abilities
social status
musical ability
craftsmanship abilities
ability to influence others
rewarding dating relationship
leaving a great mark in history
maturity
meaningful religious involvement

and others

Who Do You Want for Friends?

Mary - 17 years old, flunked 9th grade twice, hates school, shares a locker with you.

Bill - the life of a party, has quite a sense of humor, never stops joking and fooling around.

Ralph - very poor family, always wears old dirty clothes, has been friendly to you.

Madene - quiet and shy, very intelligent, usually not asked to parties, attractive.

Peggy - very popular, active in school activities, talks about people behind their backs.

Ed - an only child, many think he is spoiled, well-to-do, likes to go out with groups a lot.

Carlos - an exchange student who has some trouble with English; likes to sit and listen to others.

Vince - a really straight guy, average all the way; has no close friends at school, but gets along with everybody.

Donna - a cheerleader and field hockey player, suspended from school for fighting.

Andy - has long hair, wears jeans and tee shirts everywhere, really into music, in fact he carries his guitar with him always.

The Alligator River

Abigail is engaged to be married to David. David has been drafted into the army and has gone off to war in a distant city that lies across the Alligator River. David has been seriously wounded in a battle and will die if not cared for. When Abigail hears this, she decides that she must go to him and nurse him back to health.

Since she has no way to get across the river, she goes to an ex-boyfriend, Louie, for help. He says, "To be honest, I don't want to help you because you broke my heart, and I don't have a boat anyway! Go see Sinbad." She does, and Sinbad says that it will cost \$250 to go across the river. Abigail is from a poor family, so she pleads with Sinbad, but he says he has to charge her for the use of his boat—he and his family can't afford to lose a day's catch. Abigail is very upset, so Sinbad suggests that she go down to the church tonight at 10:00 and steal the day's collection from the priest. She does this—knocking the priest cold in the process. Sinbad takes her across the river to David and she nurses him back to health very carefully.

Just before they are to be married, Abigail tells David what she had done. Since he is a very religious person and couldn't live with that on his mind, he very gently breaks the engagement. Abigail is broken-hearted and goes about crying every day. She meets Sir Edward who asks if he can do anything to help her. Abigail asks Sir Edward to beat up David. In doing so he almost kills him. While he is beating David, Abigail laughs with glee.

Later on, Abigail and Sir Edward are married.

	Name	Positive	Negative
Best			
Worst			

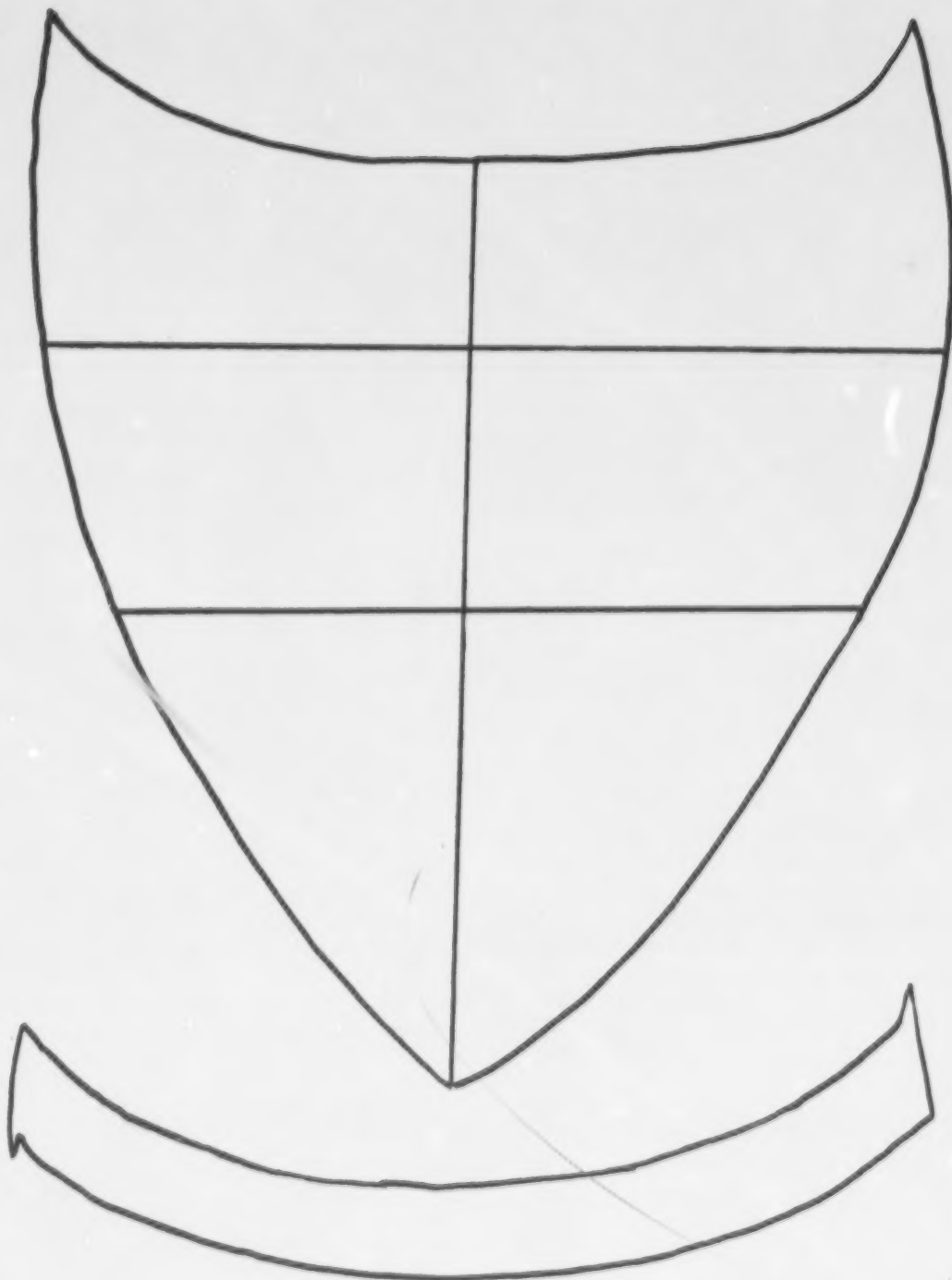
I prefer _____ to _____.

I appreciate _____ more than _____.

I'd rather be _____ than _____.

I really get mad when someone is _____ and they could have been _____.

In this activity, I realized that . . .



My Famous Quote

80

DR-9

Role-Playing Situations

1. You get a phone call from a friend who invites you to a party. Your parents won't let you go. You're embarrassed to tell your friend that your parents said you can't go. You make up a story.
2. You get back a test which you failed. You think that your parents might not let you go to the movies tonight if you show them the paper. Your father asks you how you did on the test. You make up a story that avoids telling him you failed.
3. You're walking down the street and you see two girls picking on another girl. As you pass, the girl being picked on calls out to you for help. You decide to keep walking.
4. Your friend, sitting next to you in class, asks you for an answer to a test question. You decide not to give out any answers.
5. Teenagers are standing around their cars on a street corner enjoying themselves. A police officer drives up and tells them to move on because they're causing a disturbance. One person in the crowd tells the policeman that his mother said he has the right to use the streets because he is a taxpayer. You want to do what the policeman asks without losing the friendship of the group.
6. Your boss wants you to work overtime the night of a special school dance. You have a date and have paid for the tickets and ordered the flowers. You are good friends with the boss and don't want to lie. Try to convince the boss you are responsible but want the night off to go to the dance.

A RIP-OFF?

Mary Franklin and Jane Thomas had decided to spend Monday afternoon shopping. They had talked after church choir practice on Saturday night and discovered that they both needed to get a few things at the same stores. They planned to shop and stop for an ice cream sundae. Mary said she would drive.

When Mary picked up Jane, they agreed to go to the mall first. Mary had seen a Hochschild's advertisement in the newspaper and wanted to get her husband a shirt for Father's Day that the ad said was \$6.99. Jane wanted to buy a set of shower curtains for her bathroom at one of the smaller shops. They decided to get the curtains first.

As the women walked through the mall, Mary saw a shirt in a men's store window that she liked better than the one she had seen in the Hochschild's ad. It was \$9.00, however, and she wasn't sure she wanted to spend that much. She went into the store and asked to see the shirt. The material and style were the same as the shirt in the Hochschild's ad; but she liked the pattern and colors better. Finally, with some encouragement from the sales clerk, she bought it.

She took the shirt to the sales counter, gave the clerk her Bank Americard and signed the sales slip. Jane, who had been browsing, joined her just as the clerk rang up the sale on the cash register. The clerk gave Mary the bag with the shirt in it, and Mary and Jane left to go to Hochschild's.

As they walked along the sidewalk, Mary said she wasn't sure if she had made the best decision. Possibly the Hochschild's shirts were just as nice and they cost \$6.99 instead of \$9.00. At that point, Jane said, "But the shirt was only \$8.00 plus tax, at least that was all the clerk charged you." The two women looked at the sales slip. It said \$8.00, but the price on the same shirt in the window was \$9.00.

"The clerk must have made a mistake. Do you think I should go back and tell her?" Mary asked. The women stopped for a second and then moved on a few more steps.

Then Mary said, "Well I did pay more than I would at Hochschild's. The shirt was probably overpriced at \$9.00 anyway. Besides, maybe it was on sale and I didn't realize it. Some things in the store were on sale. I would be embarrassed to go back and ask the clerk if she made a mistake and she would probably be embarrassed too. In fact, she might get into trouble with her boss."

Jane said, "It's up to you, of course, but if I were you, I think I would go back and check. Even if the shirt is over-priced you decided to buy it at the \$9.00 price."

Mary said, "Let's forget it and go on."

CAR REPAIR

John Smith is handy at working on cars and recently got a job at a garage in Baltimore. Mr. Terry, an influential businessman, brought his car in for it's winter check-up and said to the owner Mr. Mangert, "I need my car by 2:30 this afternoon because I have to drive to Hagerstown for a very important conference." Mr. Terry then left for his office, Mr. Mangert went out to work the gas pumps, and John went to work on Mr. Terry's car. Mr. Mangert received a phone call and called to John, "I have to leave to pick up my wife. She went shopping this morning and her car stopped in the middle of Main Street. I took it to a transmission specialist last week and they really messed the car up. You'll have to keep your eyes on the pumps and work on Mr. Terry's car when you get the chance.

John did as Mr. Mangert wanted and at 2:00, when he returned, John told him, "I have almost finished the work on Mr. Terry's car." Mr. Mangert said, "O.K.," and resumed his work at the pumps.

At 2:30 sharp, a cab carrying Mr. Terry pulled up to the garage, and Mr. Mangert met him with a smile. Mr. Mangert then went over to John and told him, "Bring the car out. Mr. Terry's here and in a hurry."

John said, "But, I'm not finished. The right rear tire is completely bald and looks like it could blow out at any time."

Mr. Mangert said, "Let it go, he's in a big hurry!"

John replied, "I can't do that. I have a responsibility to the customer. It would be wrong and he could have a serious accident."

Mr. Mangert then said, "Don't worry about him. Worry about me. If you say anything or do anything to keep me from giving Mr. Terry his car now, you're fired."

John looked out the garage door and saw Mr. Terry pacing back and forth.

THE HONOR SYSTEM

Mr. Younger, A U.S. History teacher at a high school located in the rolling hills of Carroll County, decided to experiment with allowing his students to develop responsibility in the classroom. He hoped it would carry over to their future lives in the community. One day, about half-way through the first semester, Mr. Younger announced to his class, "Beginning today, if you are all agreeable, our class is going to institute a new policy on homework and tests. We are going, if you agree, to use an honor system in our class."

Several of the students asked, "What do you mean by an honor system? You mean you won't be in the room when we have tests?"

"Yes", said Mr. Younger, "but remember part of the honor system is that any violations are to be reported, hopefully by the person involved. If you see someone breaking the honor code, you are also responsible for reporting this to me."

Frank Ross said, "You mean even if I don't cheat but just see someone cheating, I would still be considered as breaking the honor system?"

"Right," replied Mr. Younger, "do you still want to try it?"

Everyone enthusiastically agreed and the honor system was put into effect. About eight weeks later, a unit test on American foreign policy was scheduled for the Friday before Washington's birthday. Mr. Younger handed out the tests and left the room.

About halfway through the test, Marie Wilson was thinking about how to arrange an essay on "America's Moral Responsibility to Aid Underprivileged Nations." She noticed Bill Dry glancing at a small paper under his test which looked like it had an outline on it. Curiosity got the better of her, and she kept a watchful eye on Bill until there were about five minutes left in the period when Bill put the paper in his pocket and turned his test face-down signaling he had finished.

After the period, Marie cornered Bill in the hall and asked, "What was that paper you had under your test in Mr. Younger's room?"

Bill said, "What paper?" and started to walk to his next class.

Marie said, "Bill stop! It was a crib sheet which you used to cheat on the test, wasn't it?"

"So what if it was? This honor system won't work anyway. Mr. Younger just wants to have an occasional smoke instead of proctoring the test. If he were a bright guy, he wouldn't care how we learned -- just so we learned it."

"I don't agree with you, Bill and I think you should turn yourself in and take an "F" for the test," said Marie.

"If I do that, I'll be ineligible for basketball because of the "F" here and one in English. I can't do that to my teammates. They're counting on me for the game against Frederick next week." said Bill.

"I can sympathize with you, but we did all agree to institute the honor system. What about your responsibility to Mr. Younger and the rest of the kids in the class?" Marie said.

Bill told Marie he would think about it over the weekend and they split up to go to their next class.

On Monday, when tests were returned, Marie got a "B" and Bill a "D" — just enough to pass. Bill did nothing to indicate he would turn himself in and Marie decided to wait another day to give him a chance.

On Wednesday, nothing had been resolved and Marie arrived at class before anyone else. Mr. Younger was writing something on the board.

VALUE SITUATIONS

1. An unpleasant-looking man approaches you on a corner and asks for a quarter for a cup of coffee.
2. You and Rose are best friends. You eat lunch together every day and mostly talk about George who is "...the closest thing to Robert Redford this side of the Mississippi." One day George asks Rose for a date and three weeks later, they're going steady. Rose no longer eats lunch with you. Then George asks you for a date. You ask George if he and Rose broke up and George replies, "She doesn't know it yet, but I have."
3. Your aunt, who visits your family for a week each year, is due to arrive tomorrow. She is really a nice old lady but she has one problem you are bothered by—bad breath. You really are bothered because you know she always showers you with hugs and kisses.
4. You're a father who works hard to support your family and you're often tired and cross when you get home. You have a tendency to yell a lot at your children. One night you overhear your daughter tell your wife that the children are afraid to be around you, and they wonder why you don't love them.
5. You see your brother take some money from your mother's purse one day and persuade him to put it back. Several weeks later your mother calls a family meeting, tells everyone some of her money is missing, and wants to know if anybody knows anything about it.
6. You are captain of the neighborhood softball team. Your best friend wants to pitch. You know there is another pitcher who is better, so you tell your friend he should play in the outfield. But your friend still insists on pitching.
7. Without meaning to, you call your friend a name that really hurts his feelings. You apologize, but it doesn't help.
8. Smoking is clouding up the lavatories at school. The principal says if it continues all bathrooms will be locked and students will be required to get a key to go to the lavatory so that administrators will know who is using them. You learn that some of your friends are doing the smoking. You try to persuade them to stop, but they refuse.
9. You and your friends decide to go to the movies one evening. On the way home you notice your social studies teacher's car parked near his house. It's late at night and all the lights are out in the house. One of the group suggests letting the air out of all the tires.
10. You are talking to your mother one day and she tells you she found "grass" in your younger sister's closet. She doesn't know if she should tell your father.

Patriotism vs. Friendship

The morning announcements are begun each day with the pledge to the flag. As the class stands to repeat the pledge, you notice that your friend remains seated.

1. Why do you think your friend ~~did~~ not stand up?
2. Would you encourage him to stand up?
3. What pressures or concerns might cause you to sit down?
4. What considerations would go into a decision about keeping this person as a friend?

Individual Choice vs. Controls

You have been given permission to take a make-up vocabulary test. You get to the classroom before the teacher does. The test papers are on the desk. If you looked at the test paper before the teacher comes, you would have a chance to look up any words you don't know in your dictionary before taking the test.

1. With the test papers on the desk, what might you do?
2. What might cause you to do such a thing?
3. What might cause you not to do such a thing?
4. How would you feel if the teacher walked in while you were looking at the papers?

Friendship vs. Responsibility

You are walking down the hall to your classroom. You see a friend of yours drawing a symbol on the wall. The school building is new and attractive and you are pleased that you have had an opportunity to be in such a building after going to school in an old unattractive building.

1. Why do you think your friend would be marking the wall?
2. How would you feel about your friend at this time? Explain.
3. Do you feel responsible for keeping the school building in an acceptable condition?
4. What two things could you say to your friend? How would conversation affect your friendship?

WHICH WAY IS YOUR WAY?

Most of us, when we see something wrong, want to try to do something about it. Often, however, we don't do anything because we don't know what we can do. Below are some things people have done to achieve changes. Which of these acts is your way of doing something?

Write a letter

- _____ 1. Write a letter to the editor of your local newspaper. People read these columns more frequently than almost any other section of the daily newspaper. You can influence public opinion.
- _____ 2. Write a letter to your Congressmen or your Senators. Compliment them for something they have done about a problem you are concerned about. Tell them what you want them to do. Washington counts those letters. They really are influenced by the mail from home.
- _____ 3. Send a letter to someone in the news who has done something you respect or admire. You would be surprised how lonely it can be for someone who has made the news for doing something different.

Attend a Meeting or Organize One

- _____ 1. Write one of the organizations working for a cause you believe in and ask to be put on the mailing list announcing meetings.
- _____ 2. Scan the newspapers for announcements of open meetings in which you are interested.
- _____ 3. Ask your own club or civic group, church group, etc., to have a meeting or invite in a guest speaker on a topic you are deeply concerned with. Program chairmen are always looking for good meeting ideas. They probably will be glad to let you help.

Take a Part in Some Action

- _____ 1. You can distribute leaflets from door to door, at a factory entrance or shopping center.
- _____ 2. Picketing may be your cup of tea; it often has an impact.
- _____ 3. Organize a petition drive. Even fifty signatures could make news or cause some public official to take notice.
- _____ 4. Interview people who are in a position to influence others. Sometimes just a series of perceptive questions can make an issue come alive.
- _____ 5. Wear a button. Design one to fit your issue. You might start a fad.
- _____ 6. Take part in a peaceful march or in some other peaceful demonstration.
- _____ 7. Go as a member of a delegation to see some official about an issue.

WHICH WAY IS YOUR WAY (Continued)

Face-to-Face Acts

- _____ 1. Speak up for your point of view. (For example, if someone says something derogatory about a race or a religion, talk to him about your point of view.
- _____ 2. Try to get someone to read a pamphlet or an article which argues for a different position than the one he holds.
- _____ 3. Try to close the gap between what you say and what you do. Let life be a living argument for what you believe in.

List any additional ideas you have about what people can do.. YOU CAN DO SOMETHING. Yes, you!

FARM WORKERS

Instructions

You are an itinerant farm worker, of no particular nationality. You will have five rounds of no more than six minutes during which you will bargain with a large farm owner for various improvements in conditions, higher wages, benefits.

You will be awarded points depending on how well you are able to negotiate the settlement of the issues. If neither you nor the farm owner can reach an agreement, then you are forced to strike — a situation in which you lose wages and he loses money. So the object is to reach some kind of settlement.

- ROUND 1: You want sanitary facilities in the fields. At least one toilet is needed for each twenty people, a total of five toilets per field. Negotiate with the farm owner. For each toilet you get, you win a point. For each toilet below five per field (your goal), the owner wins a point. If you don't reach an agreement by six minutes, neither of you gets any points.
- ROUND 2: You want your salary raised from \$1.20 per hour to \$1.40 per hour. For each penny increase you get, you win a point. If no increase is negotiated for this round, you lose 20 points, and so does the grower.
- ROUND 3: You want a fifteen percent decrease in prices at the company refreshment stand. For each one percent decrease you negotiate, you score two points. If you reach no agreement, you lose twenty points and so does the grower.
- ROUND 4: You want repair work done on your housing that has been estimated at \$500. For each \$10 repair negotiated, you score one point. No agreement means you and the grower lose ten points.
- ROUND 5: You want running water brought at least to within twenty feet of the housing, and preferably to a tap outside each door. For each foot from twenty feet to outside the door, you score two points. No agreement causes you and the grower to lose ten points.

FARM OWNERS
Instructions

You are a farm owner. You have contracted with a supermarket chain for your whole crop at a fixed price on the futures market. You are in the midst of negotiating grievances with your migratory workers. Since the price you get is fixed, any concessions you make will mean less profit, although you figured in some places to give in when you negotiated the contract. If you don't give in, there may be a strike, and your crops will rot in the fields. Both you and the workers need each other, hate each other, and must live and work together with that love/hate relationship.

- ROUND 1: They want toilet facilities in the fields. Each toilet will cost you a fair amount of money, but since the workers have to leave their places to go in out of the way places, a handy toilet might not be so bad an idea. You'll settle for two toilets per 100 people. But the workers want five per 100 people. For each toilet below five per 100 people, you win one point. If you negotiate for two per 100 or fewer, you get a twenty-five point bonus.
- ROUND 2: They want a wage increase from \$1.20 per hour to \$1.40 per hour. You agree to an increase only if the workers will pick more to make up the difference. If they agree to match productivity to wages, you get twenty points. If you agree to raise salary without an increase in productivity, you lose $\frac{1}{2}$ point for each penny the wage is raised. If no increase is negotiated, you and the workers both lose twenty points.
- ROUND 3: The workers want lower prices at your mobile refreshment stands. This has been a source of profit for your field boss's family, and a means of rewarding him. A sharp drop in his profits, and you will certainly face demands from him. The workers will make an initial demand; for every one percent upward change you make in the prices, you gain one point, but for every one percent decrease, you lose $\frac{1}{2}$ point. No agreement, and you both lose twenty points.
- ROUND 4: They want \$500 worth of repairs done to the housing. You will do \$150, but no more. For every ten dollars above \$150 you are forced to agree to, you lose two points. If they settle at \$150, you gain fifteen points. If no agreement is negotiated, you both lose ten points.
- ROUND 5: They want water piped to at least twenty feet from their housing (you're willing to go this far), up to right at the door (you're not willing to go this far). You lose $\frac{1}{2}$ point for every foot closer than twenty feet. If no agreement is negotiated, you lose ten points, and so do the workers.

Accident Report Worksheet

Message:

Please listen carefully as I must leave immediately to get to the hospital. I have just called the police from the gas station on the corner. Wait here and report the accident to them. As I was crossing the intersection, I saw the milk truck, which was heading west, start to make a right hand turn when the estate wagon, heading east, started to turn left. They both must have put on the brakes at the same time. The wagon's wheels must have locked because he went straight ahead into the side of the truck.

Directions:

For each repetition of the report, note any additions, subtractions, or distortions from the previous report.

First repetition:

Second repetition:

Third repetition:

Fourth repetition

Fifth repetition

Sixth repetition:

DISCUSSION ANALYSIS

A. RESPECT FOR THE RIGHTS OF OTHERS

Acceptable

- _____ 1. Listening to others
- _____ 2. Speaking in turn
- _____ 3. Being honest

Unacceptable

- _____ 1. Getting personal
- _____ 2. Stereotyping

B. STAYING TO THE POINT

Acceptable

- _____ 1. Showing continuity
- _____ 2. Being specific
- _____ 3. Recognizing fallacies in arguments
- _____ 4. Recognizing euphemisms

Unacceptable

- _____ 1. Generalizing
- _____ 2. Appealing to emotions
- _____ 3. Using loaded words

C. EXAMINING ALL SIDES OF THE ISSUE

Acceptable

- _____ 1. Having an open-minded attitude
- _____ 2. Recognizing and clarifying assumption
- _____ 3. Analyzing all available information

Unacceptable

- _____ 1. Slanting
- _____ 2. Jumping to conclusions



STEREOTYPES

- A. Look at the drawings on DR-21. Below, under each label corresponding to the picture, list all the words that come into your mind when you see this person. As an example, if one of the pictures and labels were of an army sergeant, I might list the following: hard, tough, mean, dumb, big, brute, bully, experienced.

cowboy

movie star

country girl

mother-in-law

policeman

banker

STEREOTYPES

- A. The faces have been left blank because people who stereotype don't see individuals. With the understanding that it would be possible to draw in faces that would not violate the stereotype, draw faces that do violate the stereotypes--make each person an individual unlike his stereotype.
- B. After you have completed A, draw in additional details of clothing or equipment which even more emphatically violate the stereotype. For an army sergeant, I might draw a man wearing glasses, holding a book of romantic poetry, and wearing a goatee on his chin.
- C. Next write a paragraph about each person as he is now. Tell what this unique individual is like. Do a characterization. Remember, he is no longer a stereotype!

1.

2.

3.

4.

5.

6.

Evaluating People on Incomplete Information (Part I)

Instructions: Below are descriptions of five different people. From the bit of information given circle the number which best indicates what sort of person each of the five is in your opinion.

1. Jane is 21 years old and a senior in college. She is 5'2" tall and has red hair. She makes average grades and dates about twice a week. She probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

2. George Rodriguez is 34 years old, is employed at a department store, is married, and has six children. He probably is:

Friendly	1	2	3	4	5	Unfriendly
Intelligent	1	2	3	4	5	Stupid
Good public speaker	1	2	3	4	5	Poor public speaker
Steady	1	2	3	4	5	Temperamental
Ambitious	1	2	3	4	5	Lazy

3. Frank Burton is 32, black, married to a high school graduate, and works at a restaurant. He probably is:

Friendly	1	2	3	4	5	Unfriendly
Intelligent	1	2	3	4	5	Stupid
Ambitious	1	2	3	4	5	Lazy
Happy-go-Lucky	1	2	3	4	5	Serious

4. Joan works at Bell Telephone Company, is married, and has one child. She probably is:

Competent	1	2	3	4	5	Incompetent
Content	1	2	3	4	5	Discontent
Rational	1	2	3	4	5	Emotional
Artistic	1	2	3	4	5	Scientific

5. James is a 16 year old high school student in a suburban school. He works in the summer for a local newspaper, dates most every weekend, and enjoys automobiles. He probably is:

Intelligent	1	2	3	4	5	Stupid
Polite	1	2	3	4	5	Rude
Law-abiding	1	2	3	4	5	Lawbreaker
Nice guy	1	2	3	4	5	Bad guy

Evaluating People on Incomplete Information (Part II)

Instructions: Below are descriptions of five different people. From the bit of information given circle the number which best indicates what sort of person each of the five is in your opinion.

1. Jane is 21 years old and a senior in college. She is 5'2" tall and has brown hair. She makes average grades and dates about twice a week. She probably is:

Intelligent	1	2	3	4	5	Stupid
Easygoing	1	2	3	4	5	Hot-tempered
Conservative	1	2	3	4	5	Liberal
Attractive	1	2	3	4	5	Unattractive

2. James Winthrop is 34 years old, is employed at a department store, is married, and has six children. He probably is:

Friendly	1	2	3	4	5	Unfriendly
Intelligent	1	2	3	4	5	Stupid
Good public speaker	1	2	3	4	5	Poor public speaker
Steady	1	2	3	4	5	Temperamental
Ambitious	1	2	3	4	5	Lazy

3. Frank Burton is 32 years old, married to a high school graduate and works at a restaurant. He probably is:

Friendly	1	2	3	4	5	Unfriendly
Intelligent	1	2	3	4	5	Stupid
Ambitious	1	2	3	4	5	Lazy
Happy-go-Lucky	1	2	3	4	5	Serious

4. John works at Bell Telephone Company, is married, and has one child. He probably is:

Competent	1	2	3	4	5	Incompetent
Content	1	2	3	4	5	Discontent
Rational	1	2	3	4	5	Emotional
Artistic	1	2	3	4	5	Scientific

5. James is a 26 year old high school teacher in a suburban school. He works in the summer for a local newspaper, dates almost every weekend, and enjoys automobiles. He probably is:

Intelligent	1	2	3	4	5	Stupid
Polite	1	2	3	4	5	Rude
Law-abiding	1	2	3	4	5	Lawbreaker
Nice guy	1	2	3	4	5	Bad guy

PSYCHOTROPIC LANGUAGE

The teacher should bring into class some musical selections in the following categories (do not use songs with lyrics):

- a. military march
- b. funeral (hymn, requiem, Dixieland)
- c. love song
- d. tom-tom music
- e. rock music
- f. fiddle music (square dance type)

Students should jot down their feelings while listening to each selection. Class as a whole or in small groups can discuss their reactions.

1. What are the appeals of each of these types of music?
2. Can any of these musical appeals present a danger for the listeners? If so, how?
3. Do you think your feelings are caused by the music or by your culture's attitude toward this music?
4. What part does earlier association have to do with your feelings toward a certain kind of music (when and where you heard it before and under what circumstances)?

EUPHEMISM

A euphemism is a nice way of saying something unpleasant. For example, one might say, "Steve is no longer with us," instead of "Steve died." Or "I'll say this for you, Miriam. Your paintings sure are different," instead of, "Your paintings are ugly." Euphemisms are sometimes justified because we want to protect people's feelings or make unpleasant news more bearable. However, euphemisms are often used to make ordinary facts seem exciting or to cover up the truth. For example, the Nazis referred to their death camps as "relocation centers" and to their experts in mass murder as "technicians."

1. Genuine imitation bacon bits.
2. The fly ball eluded his grasp.
3. For rent--cozy studio apartment.
4. The Syndicate discouraged Nancy from leaving the city.
5. Say good-bye to winter. Live in Arroyo Desert Estates.
6. Start fresh. All debts paid in full. Have one low payment.
7. My date was, shall we say, the life of the party.
8. Fascinating training program in research and TV. Learn every aspect of national advertising. Some college a plus--type 60 wpm.
9. Our dog Hulk is what you might call enthusiastic.
10. Greener Pastures, Inc. We specialize in earthen interment.
11. Wonderful buy. This home is a handyman's dream!

SUPER SALES OPPORTUNITY

How could you use euphemisms to sell the following?

1. Sparrow Airlines. Three planes in fleet, each with twenty passenger capacity.. No special services offered.
2. Arroyo Desert Estates. Desert land thirty-eight miles from the nearest town, fifty-five miles from a low range of mountains, no trees or water on property.
3. Bob Pleasant, candidate for Senator. Prefers not to take sides. Hasn't held office before. Father of three teen-aged children. Gray-haired and physically fit.

EUPHEMISMS

You are a counselor in a school. You must discuss a problem child with his parents so that neither will take offense concerning what you say. Here are the facts:

Their daughter/son is dumb. She/he cannot do well in school because she/he can't read. Not only that, but the child is a liar and also a cheat. She/he has been caught cheating on tests several times and has lied her/his way out of it every time. The child steals and has been in several fights with students because of being caught in their P. E. lockers. The child is disliked among teachers and students because she/he is conceited.

Reword, using euphemisms and as many pleasantly loaded words as possible. Remember it is all right to confuse the parent, but do not offend.

DON'T BE NASTY

A Euphemism is a nice way of saying something unpleasant. For each of the statements which are listed below, write a euphemism which gets the message across without offending anyone.

EUPHEMISM

1. John died. 1.

2. Terry is fat. 2.

3. The party which Mike gave last weekend was a drag. 3.

4. Mary, who is sitting next to you in class, has a bad case of body odor. 4.

A TEST FOR HIDDEN ASSUMPTIONS

1. Two men played chess. They played five games, and each man won three. How do you explain this?
2. Answer this question within five seconds and do not return to check your answer: How many animals of each species did Adam take aboard the Ark with him? (Note--the question is not how many pairs, but how many animals).
3. An archaeologist reported that he had discovered two gold coins in the desert near Jerusalem dated 439 B. C. Many of his fellow scientists refused to take his claim seriously. Why?
4. If you had only one match and you entered a room to start a kerosene lamp, an oil heater, and a wood-burning stove, which would you light first and why?
5. Here is a question on international law: If an international airliner crashed exactly on the U. S. - Mexican border, where would they be required by law to bury the survivors? (Do not spend more than ten seconds on this question.)
6. You have four nines (9, 9, 9, 9). Arrange them to total 100. You may use any of the arithmetical processes (addition, subtraction, multiplication, or division). Each nine must be used once and only once.
7. You have a dime in an empty wine bottle. The bottle is corked. Your job is to get the dime out of the bottle without taking the cork out. You must do this without damaging the bottle in any way. How would you do it?
8. Explain the following true boast: "In my bedroom, the nearest lamp that I usually keep turned on is twelve feet from my bed. Alone in the room, without using wires, strings, or any other contraptions, I can turn out the light on that lamp and get into bed before the room is dark."

9. Draw four straight lines through all nine dots without lifting pen or pencil from the paper:



10. Memorize the phrases below. As soon as you do that, turn the paper over and write them at the top of the back of this page. Do not look back at the phrases once you have turned this page over.

PARIS
IN THE
THE SPRING

ONCE
IN A
A LIFETIME

BIRD
IN THE
THE HAND

SLOW
MEN AT
AT WORK

ROLE PROFILE

You're the leader of this group. You want to get the job done, any way that you can. You do want to avoid conflict among your group members.

ROLE PROFILE

You're a basically rotten group member. Here are some of the things you might do:

act like you know everything
argue to get your way
don't listen to the others
keep talking about something else
block group progress

ROLE PROFILE

You're a good group member. You want to get the job done quickly, quietly and you want to be proud of what the group's done. You will compromise when necessary, listen to others, cooperate, and take part freely in the discussion.

GROUP DISCUSSION SKILLS

Desirable Leadership Qualities

1. Aware of time limit and tries to stick to it.
2. Listens to what members say.
3. Encourages everyone to participate, seeks opinions and ideas.
4. Keeps discussion productive.
5. Clarifies goals, issues and problems.
6. Initiates compromises when necessary.
7. Asks questions to help others express their ideas.
8. Asks for help when needed.

GROUP MEMBERSHIP ROLES

<u>Desirable</u>	<u>Undesirable</u>
1. Willing to take part freely	1. Is aggressive
2. Listens to others	2. Blocks progress
3. Shows open mind	3. Seeks recognition
4. Respects values of others	4. Knows all answers, argues excessively
5. Sticks to task at hand and follows instructions	5. Talks too much
6. Cooperates with leader and group members	6. Plays on sympathy of others
7. Maintains proper tone of voice and acts rationally	7. Pleads for a special interest
8. Does not become easily distracted	8. Does a comedy act
9. Asks pertinent questions	9. Resists change or doesn't participate
10. Examines all sides of an issue	10. Disturbs other people by acting improperly

Lost on the Moon: A Decision-Making Problem

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash-land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the fifteen items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number one by the most important item, two by the second, on down to fifteen. the least important.

- _____ A. Box of matches
- _____ B. Food concentrate
- _____ C. 50 feet of nylon rope
- _____ D. Parachute silk
- _____ E. Self-contained portable heating unit
- _____ F. Two 45 caliber pistols
- _____ G. One case dehydrated milk
- _____ H. Two 100 pound tanks of oxygen
- _____ I. Stellar map of the moon's constellation
- _____ J. Life raft
- _____ K. Magnetic compass
- _____ L. Five gallons of water
- _____ M. Signal flares
- _____ N. First-aid kit containing hypodermic needles
- _____ O. Solar powered FM receiver/transmitter

Lost on the Moon Summary Sheet

	Self	 Score	NASA	Group	 Score
A. Box of matches					
B. Food concentrate					
C. 50 feet of nylon rope					
D. Parachute silk					
E. Portable heating unit					
F. 45 caliber pistols					
G. One case dehydrated milk					
H. Two 100 pound O ₂ tanks					
I. Stellar map					
J. Life raft					
K. Magnetic compass					
L. Five gallons of water					
M. Signal flares					
N. First aid kit, needles					
O. Solar-powered radio					

DISCUSSION SKILLS

The robbery was discovered at 8:00 a.m. on Friday, November 12. The bank had closed at 5:00 p.m. the previous day.

Miss Margaret Ellington, a teller at the bank, discovered the robbery.

The vault of the bank had been blasted open by dynamite.

The president of the bank, Mr. Albert Greenbags, left before the robbery was discovered. He was arrested by authorities at the Mexico City airport at noon on Friday, November 12.

The president of the bank had been having trouble with his wife, who spent all of his money. He had frequently talked of leaving her.

The front door of the bank had been opened with a key.

The only keys to the bank were held by the janitor and the president of the bank.

Miss Ellington often borrowed the president's key to open the bank early when she had an extra amount of work to do.

A strange, hippie-type person had been hanging around the bank on Thursday, November 11, watching employees and customers.

A substantial amount of dynamite had been stolen from the Acme Construction Company on Wednesday, November 10.

An Acme employee, Howard Ellington, said that a hippie had been hanging around the construction company on Wednesday afternoon.

The hippie-type character, whose name was Dirsey Flowers, had recently dropped out of Southwest Arkansas State Teachers College. He was found by police in East Birdwatch, about ten miles from Minnetonka.

Dirsey Flowers was carrying \$500 when police apprehended him and had thrown a package into the river as the police approached.

Anastasia Wallflower, of East Birdwatch, Wisconsin, said that she had bought \$500 worth of genuine Indian love beads from Dirsey Flower for resale in her boutique in downtown East Birdwatch.

Anastasia said that Dirsey had spent the night of November 11 at the home of her parents and left after a pleasant breakfast on the morning of the 12th.

When police tried to locate the janitor of the bank, Elwood Smith, he had apparently disappeared.

Miss Ellington stated that her brother Howard, when strolling to Taylor's Diner for coffee about 11:00 p.m. on Thursday, November 11, had seen Mr. Smith running from the bank.

Mr. Smith was found by the F.B.I. in Dogwalk, Georgia, on November 12. He had arrived there via Southern Airlines Flight 414 at 5:00 p.m. on the 11th.

The airline clerk confirmed the time of Smith's arrival.

Mr. Greenbags was the only person who had a key to the vault.

There were no planes out of Dogwalk between 4:00 p.m. and 7:00 a.m.

In addition to keeping payroll records, Mr. Ellington was in charge of the dynamite supplies of the Acme Construction Company.

Mr. Greenbags' half-brother, Aurthur Nodough, had always been jealous of his brother.

Nodough always got drunk on Friday nights.

Aruthr Nodough appeared in Chicago on Monday, November 3, waving a lot of money.

Arthur wanted to marry Camelia Smith.

Miss Ellington said that Elwood Smith had often flirted with her.

Mr. Smith's father, a gold prospector in Alaska, had died in September.

Mr. Greenbags waited in the terminal at O'Hara Field in Chicago for sixteen hours because of engine trouble on the plane he was to take to Mexico City.

DISCUSSION SKILLS

Teresa's father owns the bank in Cherrytown.

John Green and Teresa Rill have been engaged for two months.

Teresa's body was found in a trash can near the bank.

Harry Wells wanted a divorce from Laura.

Frank was John's older brother.

On Wednesday night the bank closes at 5:00 p.m.

Teresa has been secretly dating Mr. Wells.

The knife in Teresa's back belonged to John.

A body was found in a trash can at 5:30 a.m. by the sanitation department.

It took an hour from Cherrytown to go to the nearest airport.

There was a deep scratch located on Miss Rill's arm.

Wednesday night John was seen entering Teresa's apartment at 9:30 p.m.

The sanitation department works on a different schedule every week.

The bartender said that John stayed in the bar for at least an hour.

Frank lived in the same apartment house as Teresa.

A ticket was purchased by Laura Wells Tuesday afternoon at 4:00 p.m.

The examiner said that the body had been dead for 7½ hours.

At 9:45 p.m., John and Teresa quarreled. Teresa returned the ring.

Laura noticed her husband and Teresa entering a restaurant Monday night.

Frank was jealous of his younger brother.

Time cards were issued to the people whose schedules changed every week by the sanitation department.

Frank dated Teresa about two years ago.

Teresa's plane left promptly at 10:30 p.m.

Frank was janitor of the bank.

The quarrel between Teresa and John was over Mr. Wells.

Another engagement ring was discovered in Teresa's apartment.

John was seen entering a bar at 9:50 p.m. Wednesday night.

Teresa actually loved Mr. Wells.

Blood was found on the shirt John was wearing Wednesday night.

Teresa was Mr. Well's secretary.

Frank had purchased a ring about three months ago from Tom's Jewelers.

John Green is vice president of the bank in Cherrytown.

Process Observer Sheet

Directions: Your job is to observe the group as it works. Try to keep your eyes on how the group functions and what individuals do and say to help the group with its task. Resist the temptation to become involved with the task itself--let the group work on that while you watch how they work. Familiarize yourself with the items below so that you will have specific things to look for. At the end of the task, you will be asked to report on the questions below.

1. What was the atmosphere in which the group worked? (joyful, frivolous, tense, excited, etc.)
2. How did the group reach decisions? (democratically, autocratically, etc.)
3. How did the group handle conflict? (humor, sarcasm, open confrontation, shouting, withdrawing, etc.)
4. To what extent were all the members of the group involved in the task? What procedures helped to get people involved?
5. How did the group treat male/female differences?
6. How did the group decide who would speak and when?
7. How well did the group members listen to each other?
8. Who were their leaders? How and why did their leadership develop?
9. How did the group delegate responsibility?

Individually directed positive feedback: Individually directed positive feedback can be helpful not only to the receiving individual, but also to the entire group. Try to be as specific as possible. (E.G. "Mary, when you suggested that the group try to isolate three ideas, that seemed to break the log jam and was the beginning of the solution.") Avoid individually directed negative feedback--chances are that the group is already aware of individual shortcomings, but these will seem less important and tend to disappear as the group recognizes and builds on its strengths.

On a separate sheet of paper list each of the group members' names, leaving a space for individually directed positive feedback.

Resource Sheet

Hey there ninth grader! Did you ever wonder what went into all those grades you got on your last report card?

What do I mean? I mean "Did those grades on your report card really mean anything?" Did that "A" you got in Math or Social Studies really mean that you are one of the smartest students in those subjects or did it mean that you "tried hard?" Did you try just as hard in Science and get a "C?" How do all your teachers grade you? What goes into your grade? Should you be graded on effort or achievement? Maybe you should get two grades--one for effort and one for achievement. Are you confused?

Most of you will be getting fifteen more report cards between now and the time you graduate. You will probably meet about thirty new teachers and perhaps meet thirty different grading systems. Will you have teachers who are "tough graders" and get "C's" and "D's" while your friends take the "easy" teachers and get "A's" even though you did more work and feel you are smarter than they are in those subjects? Just what the heck is the grading policy in your school? Does Carroll County have a grading policy? If it does, are all the teachers following it? If it doesn't what can you do about it?